



Digital Skills Application as a Tool for Effective Instructional Delivery of Business Education Programmes in Selected Tertiary Institutions in Rivers State, Nigeria

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Abstract

This study investigated digital skills as a tool for effective instructional delivery of the Business Education Programme in selected tertiary institutions in Rivers State. Three objectives, three research questions and three hypotheses guided the study. A descriptive research design was adopted for this study. The population consisted of 126 Business Education lecturers from the four public tertiary institutions that offer Business Education as an undergraduate programme in Rivers State. The sample size comprised 126 lecturers. A self-structured questionnaire titled "Digital Skills Application for Instructional Delivery Questionnaire (DSAIQ)" was used to elicit responses from the sample. The instrument was structured on a four-point Likert scale of Very High Extent (4), High Extent (3), Moderate Extent (2), and Low Extent (1). The instrument was validated by three experts, two from the Department of Business Education and one from the Department of Measurement and Evaluation at Ignatius Ajuru University of Education, Port Harcourt. The reliability of the instrument was determined using Cronbach's alpha method. The instrument yielded a reliability coefficient of 0.82. Mean and Standard Deviation were used to answer the research questions, while ANOVA was used to test the null hypothesis at the 0.05 level of significance. The results of the study showed that the application of media literacy skills, communication skills and content creation skills enhances instructional delivery of the Business Education Programme to a great extent. There is no significant difference in the extent to which digital skills application enhances instructional delivery of the Business Education Programme in selected Tertiary institutions in Rivers State. Based on the findings of the study, it was recommended that academic institutions should support the integration of media literacy training to improve lecturers' ability to critically select and use appropriate multimedia content for instruction.

Keywords: Digital skills application, Instructional Delivery, Media literacy, Digital Communication, Content Creation Skills

Introduction

In contemporary times, the mode of instructional delivery has undergone significant transformation due to the rapid advancement of digital technologies. The emergence of the digital age has reshaped how teachers teach and how learners access, process, and apply knowledge across disciplines. Instructional delivery, which was previously dominated by the traditional face-to-face method, is increasingly enhanced through the integration of digital skills such as media literacy, communication, and content-creation skills. Globally, higher education institutions are progressively shifting from the conventional teacher-centred approach to student-centred learning models, where digital competence is considered indispensable. Digital skills are therefore no longer optional; they are fundamental to effective instructional delivery in the 21st-century classroom. Digital proficiency is a major enabler of inclusive, egalitarian and quality education, as captured in the Sustainable Development Goal 4 (SDG 4). This means that lecturers in higher education institutions must be proficient not only in the subject matter but also in the use of essential

digital skills to facilitate instruction that fosters critical thinking, creativity and lifelong learning. Media literacy skills involve critical reading and the production of audio-visual content. The use of movies, animations, business documentaries, commercials and infographics in Business Education to improve understanding of business topics is facilitated by lecturers' media literacy. These skills enable lecturers to develop multimedia case studies, real-life business cases, analyses of marketing videos, and other classes that are more experiential. The integration of media literacy into digital pedagogy, as stated by Inayah et al. (2025), improves learners' abilities to access, analyse, evaluate, and produce digital content, leading to enhanced critical thinking, increased engagement, and greater comprehension of academic content within higher education institutions. This directly influences how teaching is delivered, as it allows lecturers to include genuine business media, digital marketing information and videos on financial literacy in their classes.

Media literacy abilities are the skills to access, analyse, evaluate and create messages across a range of media formats to enhance teaching and learning. The exponential growth of digital information in the form of films, animations, podcasts, infographics, simulations and interactive web tools requires the development of media literacy skills amongst lecturers to provide effective instruction in current higher education. According to the National Association for Media Literacy Education (NAMLE, 2021), media literacy is the ability to “access, analyse, evaluate, create, and act using all forms of communication” (p. 1). The integration of various digital platforms by lecturers in instructional delivery in Nigerian tertiary institutions has made media literacy necessary (Okafor & Imogie, 2022). The use of various media improves the clarity, richness, and accessibility of instructional content. For Business Education programmes that prepare students for technology-driven workplaces, media literacy enables the incorporation of real-world business examples, digital demos and technology-based tools that connect theory to practice. Lecturers with media literacy abilities can create and host multimedia classes that integrate text, graphics, sound, video and interactive elements to enhance learning. Multimedia instruction caters to many learning styles and has been found to enhance students' memory, comprehension, and motivation (Mayer, 2021). The successful integration of visual and auditory resources such as company simulations, digital accounting tutorials, spreadsheets, workflow animations and online case study movies enables Business Education lecturers to create more dynamic and engaging learning experiences. Okafor and Imogie (2022) claim that media-literate lecturers are better able to select appropriate media formats to suit instructional objectives, ensuring that classes are not only educational but also visually and intellectually engaging. This aligns with the needs of Business Education, where complex business processes are typically best understood through visual demonstrations and multimedia explanations. Media literacy abilities are of great help in the efficient communication of business concepts, especially those that involve visualisation, sequencing or modelling. Budgeting, market analysis, financial reporting, entrepreneurial development and office technology systems can be abstract or technical if only spoken about. But these concepts become alive and more accessible with the use of media formats such as infographics, charts, animations, and digital dashboards. Media-enhanced education improves the clarity of message delivery by simplifying difficult information and aiding better understanding (Adegbija and Fakomogbon, 2020). In Business Education, this means lecturers can demonstrate business procedures step-by-step, model decision-making scenarios and use visual media to show real-life company environments.

Digital communication skills include using email, video-conferencing platforms, forums and messaging platforms for academic discussion. In Business Education, these skills help lecturers manage group projects, maintain feedback loops with students, deliver virtual business presentations and organise online collaboration sessions. ICDL (2024) recognises communication as an essential digital ability for educators in technology-rich workplaces. Effective communication through digital platforms greatly improves the delivery of instruction. For example, in courses such as Entrepreneurship, Office Management and Business Policy, lecturers advise students on developing a business plan via digital platforms, and students participate in digital meetings. Research on digital pedagogy shows that digital tools enable more interactive assessment and feedback than pen-and-paper assessments. In Business Education, content delivery enriched by these skills could involve lecturers using business simulation software, interactive presentations and quiz-based assessments that mirror real business situations.

Digital communication abilities are the skills needed to use digital tools and platforms to support effective communication, enhance interaction, and facilitate learning in technology-enhanced contexts. In higher education, these abilities have become a crucial element of instructional delivery, especially with the rising use of online learning platforms, blended learning models, and technology-supported classroom interactions. Van Laar et al. (2020) stated that digital communication competency enables teachers to communicate information effectively, collaborate efficiently, and regulate academic interaction through digital technology. In Nigerian tertiary institutions, the

requirement for effective digital communication has increased with the integration of Learning Management Systems (LMS), email-based academic correspondence, and online collaboration platforms (Eze et al., 2022). Digital communication skills are important not only for teaching but also for modelling the professional communication practices required in modern business environments for the Business Education programme, which emphasises administrative efficiency, organisational communication, and workplace readiness.

Digital communication technologies, including email, LMS chat systems, WhatsApp groups, and virtual office hours, are important for improving teacher–student contact. These platforms enable lecturers to provide clarifications, instructional updates, additional materials, and academic feedback beyond the classroom. Eze et al. (2022) found that digital communication helps students access lecturers more, boosts academic support, and creates a more responsive learning environment. Business Education professors who are skilled in digital resources clearly explain objectives, respond promptly, and enable students to manage their academic obligations, all of which enhance academic engagement and learning outcomes. This aligns with the finding of Adeoye and Adanikin (2020) that digital communication improves instructional flow and enhances the quality of the teacher-student connection in Nigerian universities. Digital communication tools also support student-student interactions, enabling collaborative learning and group work. Platforms such as Google Classroom, Microsoft Teams, Slack, and LMS discussion boards support peer-to-peer learning and enable students to co-create knowledge, share ideas, and collaborate on tasks. Business Education is highly collaborative. Students work in teams, solving problems and communicating with each other as they would in business. Lecturers skilled in digital communication design well-structured online interactions that allow students to discuss, exchange ideas, and participate in business simulations, accounting exercises, entrepreneurial ventures, and presentation duties. As Omotayo and Adenike (2021) posit, digital communication technologies foster active learning communities and increase students’ more meaningful engagement with course content and peers.

Digital communication also makes teaching more efficient by helping lecturers handle the administrative side of teaching more effectively. This includes booking consultations, distributing course outlines, publishing announcements, and managing digital surveys. Ayuba and Bello (2023) noted that when lecturers interact effectively through digital platforms, it helps manage the classroom and reduce teaching delays, thereby enhancing teaching quality. In Business Education, where documentation, reporting, correspondence and record-keeping are key to administrative procedures, digital communication skills enable lecturers to model professional administrative competencies for their students. Digital communication platforms also provide inclusive and adaptable learning environments. Students who may be absent, have learning difficulties, or struggle with certain areas can still obtain support digitally. Good digital communicators keep all learners connected to the instructional process through multiple channels (e.g., emails, LMS forums, video messages, chat groups). This promotes accessibility and aligns with the inclusive goals of higher education (Okebukola, 2021). Content-creation skills: This involves creating digital instructional resources such as e-notes, presentations, videos, quizzes and interactive worksheets. In Business Education, lecturers with a knack for content creation can develop digital simulations, build online accounting worksheets, record micro-lessons, and generate business-case movies that focus on differentiated learning. These competencies directly influence instructional delivery, allowing lecturers to move from static teaching to engaging, multimedia-rich content. Without them, instructional delivery is boring and out of touch with new industrial practices. Lecturers can build multimedia elements, such as infographics, micro-videos, simulations, etc., which make instructional delivery more dynamic and closer to real business situations. This creates deeper knowledge in students. Edet and Chukwurah (2020) assert that the professors of Business Education in Nigeria should be equipped with “technology-driven teaching skills” for efficient content delivery in a globalised economy. Their study indicated that the technical skills of the lecturers strongly predicted the efficacy of content delivery. Thus, the ability to develop e-case studies, animated business situations and interactive assignments is important for modern instruction in Business Education. Content creation abilities are defined as the lecturers’ capacity to design, generate, and adapt digital instructional resources such as presentations, films, infographics, animations, simulations, digital worksheets, and interactive content. The development of material is a key factor in successful instructional delivery in contemporary higher education, especially in digital and hybrid learning environments. As Omodan and Ige (2021) say, “Lecturers who are proficient in digital content creation boost clarity of lessons, enhance engagement and foster deeper understanding among students.”

In the Business Education program, lecturers’ ability to develop quality educational content directly affects the learning process because teaching accounting processes, business simulations, entrepreneurship models, and digital

office procedures requires visual representations of concepts. By creating digital content, lecturers can turn abstract concepts into visual, interactive, and context-rich learning experiences. This aligns with the 21st-century educational shift toward multimodal learning resources that cater to different learning styles (Afolabi & Adeleke, 2022).

Content creation skills contribute to instructional delivery in several ways, including greater clarity. Digital educational resources such as PowerPoint presentations, infographics, flowcharts and process diagrams break down complex Business Education ideas into easy-to-understand, visually appealing chunks. According to Mayer (2021), well-designed multimedia information promotes understanding by integrating visual and verbal elements that facilitate learners' cognitive processing. Lecturers in Business Education can create organised digital content to make procedures such as bookkeeping steps, spreadsheet modelling, payroll calculations or business planning phases clear. This removes uncertainty and helps students internalise and apply information. Content creation skills enable lecturers to develop engaging teaching materials that hold attention. Videos, animations and simulations make learning more interactive and less passive. Interactive content, as Adu and Galloway (2020) recommend, stimulates interest, promotes active engagement, and improves the recall of course knowledge. Business Education students commonly learn through case studies, business scenarios, office simulations and entrepreneurial projects. Digital content such as simulations and demonstration videos is designed to mimic real-life circumstances in the workplace, making teaching more practical and approachable. Such interaction is necessary to inspire learners and to increase their engagement with course materials. High-quality digital content assists lecturers in linking course delivery with the learning outcomes. Creating planned lesson materials gives lecturers a rational way to present information, highlight essential concepts, scaffold learning and guide students through incremental skill development. Content development supports consistency, attention and alignment of instructional delivery with curricular requirements. Structured digital content enhances the alignment of teaching activities with the intended learning competencies (Alabi and Okoh, 2022). This linkage is vital to the development of employability skills in Business Education, such as digital office efficiency, business communication, analytical thinking and entrepreneurial inventiveness. Lecturers who develop coursework that reflects industrial practices better prepare students for the realities of the job.

Content creation helps students learn flexibly, as lecturers can provide content for students to review in their own time. Instruction extends beyond classrooms through digital content such as recorded lectures, step-by-step tutorials, and modular video classes. This is particularly true in Nigerian tertiary institutions, where learners face infrastructural challenges or miss classes. Olanrewaju and Adebisi (2021) argued that digital content enables differentiated learning and instructional continuity. Access to digital content in Business Education programmes allows students to practise spreadsheet operations, accounting entries, business report formatting, or presentation skills repeatedly until they get them right. Content development allows lecturers to innovate in their teaching methods. Lecturers can provide original digital content that contextualises courses to Nigerian economic realities, local industries and modern business difficulties, rather than depending on textbooks or downloaded material. Ugboma and Ali (2023) stress that innovative content development promotes creative pedagogies and grounds learning in students' real-life situations. The contextual relevance of content such as case studies from Nigerian SMEs, local business data and indigenous entrepreneurial success stories in Business Education makes instruction more relevant and learning real. Integrating digital abilities into the instructional practice of Corporate Education is very important to make teaching relevant, engaging, and connected to the 21st-century corporate environment. However, there is evidence that the extent to which Business Education teachers in postsecondary institutions in Rivers State utilise these digital capabilities to improve instructional delivery is unclear. While the importance of digital competence has been acknowledged, it remains to be ascertained the extent to which Business Education teachers in tertiary institutions in Rivers State deploy these abilities to enhance instructional delivery. Observations reveal inconsistency in the use of digital resources in class design, presentation, assessment and student participation. Consequently, students graduate from college with underdeveloped digital communication, content production and problem-solving skills, which are key to entrepreneurial success and workplace preparedness.

Furthermore, the extant literature has predominantly focused on the general deficiency in lecturers' digital skills and has not examined the specific role of various digital skill areas, namely technical, operational, information literacy, media literacy, communication, content creation, problem-solving and collaboration skills, in instructional effectiveness. This gap poses a major challenge to policymakers, institutional leaders and curriculum creators, as there is insufficient data to guide actions to improve the pedagogical use of digital skills in Business Education. This study thus seeks to evaluate the application of digital skills as a tool for successful instructional delivery of the Business Education curriculum in selected tertiary institutions in Rivers State. The aim of this study is to examine the influence

of digital skills on the instructional delivery of the Business Education programme in selected tertiary institutions in Rivers State. Specifically, this study sought to:

1. examine the extent to which media literacy skills enhance instructional delivery of Business Education lecturers in tertiary institutions in Rivers State
2. determine the extent to which digital communication skills enhance instructional delivery of Business Education lecturers in tertiary institutions in Rivers State
3. Determine the extent to which content-creation skills enhance instructional delivery of Business Education lecturers in tertiary institutions in Rivers State

The following research questions guided the study.

1. To what extent do media literacy skills enhance the instructional delivery of Business Education lecturers in tertiary institutions in Rivers State?
2. To what extent do digital communication skills enhance the instructional delivery of Business Education lecturers in tertiary institutions in Rivers State?
3. To what extent do content-creation skills enhance the instructional delivery of Business Education lecturers in tertiary institutions in Rivers State?

The following null hypotheses were formulated and tested at the 0.05 level of significance.

1. There is no significant difference in the mean ratings of Rivers State University, Ignatius Ajuru University of Education, University of Port Harcourt and Federal College of Education (Tech), Omoku, on the extent to which media literacy skills enhance the instructional delivery of the Business Education Programme in tertiary institutions in Rivers State.
2. There is no significant difference in the mean ratings of Rivers State University, Ignatius Ajuru University of Education, University of Port Harcourt and Federal College of Education (Tech), Omoku on the extent to which digital communication skills enhance the instructional delivery of the Business Education Programme in tertiary institutions in Rivers State.
3. There is no significant difference in the mean ratings of Rivers State University, Ignatius Ajuru University of Education, University of Port Harcourt and Federal College of Education (Tech), Omoku on the extent to which content-creation skills enhance the instructional delivery of the Business Education Programme in tertiary institutions in Rivers State.

Methodology

This study investigated Digital Skills: A Tool for Effective Instructional Delivery of the Business Education Programme in Selected Tertiary Institutions in Rivers State. Three objectives, three research questions and three hypotheses guided the study. A descriptive research design was adopted. The population comprised 126 Business Education lecturers from the four public tertiary institutions in Rivers State that offer Business Education as an undergraduate programme. The sample size was 126 lecturers. A self-structured questionnaire titled Digital Skills Application for Instructional Delivery Questionnaire (DSAIQ) was used to elicit responses from the sample. The instrument was structured on a four-point Likert scale of Very High Extent (4), High Extent (3), Moderate Extent (2), Low Extent (1). The instrument was vetted and scrutinised by the researchers' supervisors and three other experts, two from the Business Education Department and one from the Measurement and Evaluation Department at Ignatius Ajuru University of Education, Port Harcourt. The reliability of the instrument was determined using Cronbach's alpha. The instrument yielded a reliability coefficient of 0.82. Means and standard deviations were used to answer the research questions, while ANOVA was used to test the null hypothesis at the 0.05 level of significance.

The boundary was thus:

- 3.50-4.00 Very High Extent (4)
- 2.50-3.49 High Extent (3)
- 1.50-2.49 Moderate Extent (2)
- 1.01-1.49 Low Extent (1)

Results

Table 1: Summary of Descriptive (Mean & SD) on the extent to which Media Literacy Skills enhance the Instructional Delivery of Business Education Lecturers in Tertiary Institutions in Rivers State

S/N	Media Literacy Skills and Instructional Delivery	Mean	SD	Remark
1.	Critically analysing and interpreting digital media messages enhances instructional delivery when integrating media into lessons.	2.67	0.97	High Extent
2.	The use of multimedia content such as videos, audio, and animations improves students' understanding of complex business concepts.	2.65	0.92	High Extent
3.	The ability to distinguish between credible and misleading digital media sources enhances the quality of instructional delivery.	2.79	0.94	High Extent
4.	Guiding students on how digital media influences business communication strengthens instructional delivery in Business Education.	2.61	1.04	High Extent
5.	Applying media literacy skills in selecting suitable digital content improves the achievement of learning objectives during instructional delivery.	2.56	1.10	High Extent
Grand Total		2.65	1.00	High Extent

Source: Survey Data (2026)

Table 1 shows that lecturers agreed that media literacy skills greatly enhance the instructional delivery of Business Education lecturers in tertiary institutions in Rivers State (Mean=2.65, SD=1.00). The table further reveals respondents agreed that critically analyzing and interpreting digital media messages enhances instructional delivery when integrating media into lessons (Mean=2.67, SD=0.97), the use of multimedia content such as videos, audio, and animations improves students' understanding of complex business concepts (Mean=2.65, SD=0.92), the ability to distinguish between credible and misleading digital media sources enhances the quality of instructional delivery (Mean=2.79, SD=0.94), guiding students on how digital media influences business communication strengthens instructional delivery in Business Education (Mean=2.61, SD=1.04) and applying media literacy skills in selecting suitable digital content improves the achievement of learning objectives during instructional delivery (Mean=2.56, SD=1.10).

Table 2: Summary of Descriptive (Mean & SD) on the extent to which digital communication Skills enhance the Instructional Delivery of Business Education Lecturers in Tertiary Institutions in Rivers State

S/N	Digital Communication Skills and Instructional Delivery	Mean	SD	Remark
6.	The use of email and instant messaging platforms enhances communication of instructional information to students.	2.85	1.02	High Extent
7.	The ability to conduct virtual classes using video conferencing tools improves instructional delivery.	2.71	1.09	High Extent
8.	Using digital discussion forums and social media platforms strengthens academic interaction with students during instructional delivery.	2.52	0.98	High Extent
9.	Communicating learning goals, assignments, and feedback through digital channels enhances instructional delivery.	2.61	0.95	High Extent
10.	Demonstrating professional digital communication etiquette improves the effectiveness of instructional delivery.	2.75	0.99	High Extent
Grand Total		2.69	1.01	High Extent

Source: Survey Data (2026)

The data in Table 2 shows that lecturers agreed that the extent to which digital communication skills enhance the instructional delivery of Business Education lecturers in tertiary institutions in Rivers State is great (Mean=2.69, SD=1.01). The table further reveals that respondents agreed that the use of email and instant messaging platforms enhances communication of instructional information to students (Mean=2.85, SD=1.02), the ability to conduct virtual classes using video conferencing tools improves instructional delivery (Mean=2.71, SD=1.09), using digital discussion forums and social media platforms strengthens academic interaction with students during instructional delivery (Mean=2.52, SD=0.98), communicating learning goals, assignments, and feedback through digital channels

enhances instructional delivery (Mean=2.61, SD=0.95) and demonstrating professional digital communication etiquette improves the effectiveness of instructional delivery (Mean=2.75, SD=0.99).

Table 3: Summary of Descriptive (Mean & SD) on the extent to which Content-Creation Skills enhance the Instructional Delivery of Business Education Lecturers in Tertiary Institutions in Rivers State

S/N	Content-Creation Skills and Instructional Delivery	Mean	SD	Remark
11.	The ability to design and develop digital instructional materials enhances instructional delivery in Business Education.	2.65	0.99	High Extent
12.	Creating interactive digital content improves student engagement during Business Education lectures.	2.65	0.99	High Extent
13.	Using presentation software and tools to produce visually appealing instructional materials strengthens instructional delivery.	2.62	0.99	High Extent
14.	Developing original digital assessments and assignments enhances the effectiveness of instructional delivery in Business Education.	2.68	1.03	High Extent
15.	Applying digital content creation tools to adapt instructional resources to diverse learning needs improves instructional delivery.	2.75	0.97	High Extent
Grand Total		2.67	0.99	High Extent

Source: Survey Data (2026)

The data in Table 3 shows that lecturers agreed that the extent to which content-creation skills enhance the instructional delivery of Business Education lecturers in tertiary institutions in Rivers State is high (Mean=2.67, SD=0.99). The table further reveals that respondents agreed that the ability to design and develop digital instructional materials enhances instructional delivery in Business Education (Mean=2.65, SD=0.99), creating interactive digital content improves student engagement during Business Education lectures (Mean=2.65, SD=0.99), using presentation software and tools to produce visually appealing instructional materials strengthens instructional delivery (Mean=2.62, SD=0.99), developing original digital assessments and assignments enhances the effectiveness of instructional delivery in Business Education (Mean=2.68, SD=1.03) and applying digital content creation tools to adapt instructional resources to diverse learning needs improves instructional delivery (Mean=2.75, SD=0.97).

Hypotheses Test

Table 4: Summary of ANOVA on the mean ratings of RSU, IAUE, UPH and FCE on the extent to which Media Literacy Skills enhance the Instructional Delivery of Business Education Programme in Tertiary Institutions in Rivers State

Institution	N	Mean	SD	df	f	Sig	Remark
UPH	6	2.87	0.53	3	0.915	.436	NS
FEC	64	2.68	0.43	122			
IAUE	25	2.61	0.44	125			
RSU	31	2.59	0.36				

Source: Survey Data (2026)

Table 4 shows that there is no significant difference in the mean ratings of Rivers State University, Ignatius Ajuru University of Education, University of Port Harcourt and Federal College of Education (Tech), Omoku on the extent to which media literacy skills enhance the instructional delivery of the Business Education Programme in tertiary institutions in Rivers State ($F_{3,122}=0.915$, Sig=0.436 > 0.05). Hence, the null hypothesis four was retained at the 0.05 level of significance.

Table 5: Summary of ANOVA on the mean ratings of RSU, IAUE, UPH and FCE on the extent to which Digital Communication Skills enhance the Instructional Delivery of Business Education Programme in Tertiary Institutions in Rivers State

Institution	N	Mean	SD	df	f	Sig	Remark
UPH	6	2.67	0.24	3	0.158	.925	NS
FEC	64	2.71	0.41	122			
IAUE	25	2.65	0.44	125			
RSU	31	2.68	0.46				

Source: Survey Data (2026)

Table 5 shows that there is no significant difference in the mean ratings of Rivers State University, Ignatius Ajuru University of Education, University of Port Harcourt and Federal College of Education (Tech), Omoku on the extent to which digital communication skills enhance the instructional delivery of the Business Education Programme in tertiary institutions in Rivers State ($F_{3,122}=0.158$, $Sig=0.925 > 0.05$). Hence, the null hypothesis five was retained at the 0.05 level of significance.

Table 6: Summary of ANOVA on the mean ratings of RSU, IAUE, UPH and FCE on the extent to which Content Creation Skills enhance the Instructional Delivery of Business Education Programme in Tertiary Institutions in Rivers State

Institution	N	Mean	SD	df	f	Sig	Remark
UPH	6	2.70	0.33	3	0.660	.578	NS
FEC	64	2.64	0.47	122			
IAUE	25	2.62	0.47	125			
RSU	31	2.77	0.46				

Source: Survey Data (2026)

Table 6 shows that there is no significant difference in the mean ratings of Rivers State University, Ignatius Ajuru University of Education, University of Port Harcourt and Federal College of Education (Tech), Omoku on the extent to which content-creation skills enhance the instructional delivery of the Business Education Programme in tertiary institutions in Rivers State ($F_{3,122}=0.660$, $Sig=0.578 > 0.05$). Hence, the null hypothesis six was retained at the 0.05 level of significance.

Discussion

The Extent to Which Media Literacy Skills Enhance the Instructional Delivery of Business Education Lecturers in Tertiary Institutions in Rivers State.

The results presented in Tables 1 and 4 revealed that media literacy skills enhance the instructional delivery of Business Education lecturers in tertiary institutions in Rivers State to a great extent. The result specifically showed that lecturers agreed that competencies such as critically analysing and interpreting digital media messages, using multimedia resources including videos, audio, and animations, distinguishing between credible and misleading media sources, guiding students on the influence of digital media in business communication, and selecting appropriate digital content to achieve learning objectives significantly enhance instructional delivery. This implies that media literacy skills are important for improving clarity, learner engagement, and conceptual understanding in Business Education classrooms, particularly through the effective use of multimedia and digital communication tools. The finding is consistent with Wilson (2020), who reported that media literacy education enhances digital teaching practices and improves instructional effectiveness in higher education. It also aligns with Nasir and Ciroma (2023), who found that media and information literacy skills support effective teaching and enable learners to critically evaluate and appropriately use digital content. The finding therefore highlights the need to strengthen lecturers' media literacy competencies to improve the quality of instructional delivery and student comprehension in the Business Education programme. The study further found out that there was no significant difference in the mean ratings of lecturers from Rivers State University, Ignatius Ajuru University of Education, University of Port Harcourt, and Federal College of Education (Technical), Omoku on the extent to which media literacy skills enhance instructional delivery in the Business Education programme. This indicates a general agreement among lecturers across the institutions that media literacy skills are important for effective teaching. The similarity in responses may be attributed to similar instructional environments and increasing exposure to digital and multimedia-based teaching resources. This finding highlights the need for sustained capacity-building programmes across tertiary institutions aimed at strengthening media literacy skills among Business Education lecturers.

The Extent to Which Digital Communication Skills Enhance the Instructional Delivery of Business Education Lecturers in Tertiary Institutions in Rivers State

The findings from Tables 2 and 5 revealed that digital communication skills enhance the instructional delivery of Business Education lecturers in tertiary institutions in Rivers State to a great extent. The result specifically showed that lecturers agreed that competencies such as the use of email and instant messaging platforms for instructional communication, conducting virtual classes through video conferencing tools, engaging students through digital discussion forums and social media platforms, communicating learning objectives and feedback via digital channels, and demonstrating professional digital communication etiquette significantly enhance instructional delivery. This

implies that digital communication skills are central to improving interaction, feedback delivery, and sustained academic engagement between lecturers and students in the Business Education programme. The finding is consistent with Ayuba and Bello (2023), who reported that digital pedagogy and communication competence significantly enhance lecturers' instructional effectiveness in Nigerian universities. It also aligns with Eze et al. (2022), who found that digital communication competence improves instructional effectiveness through stronger lecturer–student interaction and improved instructional delivery processes. In addition, Table 4.12 also reveals that there was no significant difference in the mean ratings of lecturers from Rivers State University, Ignatius Ajuru University of Education, University of Port Harcourt, and Federal College of Education (Technical), Omoku on the extent to which digital communication skills enhance instructional delivery in the Business Education programme. This indicates a shared perception among lecturers across the institutions that digital communication skills are essential for effective instructional delivery. The homogeneous response may be linked to the widespread adoption of digital communication platforms in academic environments. The finding therefore underscores the need to strengthen lecturers' digital communication skills to support effective teaching, timely feedback, and enhanced student engagement in Business Education.

The Extent to Which Content-Creation Skills Enhance the Instructional Delivery of Business Education Lecturers in Tertiary Institutions in Rivers State

The findings from Tables 3 and 6 revealed that content creation skills enhance the instructional delivery of Business Education lecturers in tertiary institutions in Rivers State to a great extent. The result specifically showed that lecturers agreed that competencies such as designing and developing digital instructional materials, creating interactive digital content to enhance student engagement, using presentation software to produce visually appealing instructional resources, developing original digital assessments and assignments, and adapting instructional content to suit diverse learner needs significantly enhance instructional delivery. This implies that content creation skills are important for improving instructional quality, learner engagement, and the flexibility of teaching materials in the Business Education programme, particularly within digitally mediated learning environments. The finding aligns with Omodan and Ige (2021), who reported that content creation competence among university lecturers significantly improves digital teaching effectiveness and instructional delivery quality. It also agrees with Ng'ambi et al. (2020), who found that technology-enhanced content creation practices improve teaching effectiveness and learner engagement in higher education. Additionally, the table showed that there was no significant difference in the mean ratings of lecturers from Rivers State University, Ignatius Ajuru University of Education, University of Port Harcourt, and Federal College of Education (Technical), Omoku on the extent to which content creation skills enhance instructional delivery in the Business Education programme. This indicates a shared perception among lecturers across the institutions that content creation skills are essential for effective instructional delivery. The similarity in responses may be attributed to increased exposure to digital instructional design tools and shared pedagogical expectations across tertiary institutions. The finding therefore underscores the need to strengthen lecturers' content creation skills to support more interactive, adaptive, and effective instructional delivery in Business Education.

Conclusion

The findings consistently show that media literacy skills, digital communication skills, and content creation skills are all perceived to enhance instructional delivery to a great extent. Across all the competencies investigated, lecturers expressed a strong agreement that these digital skill sets significantly improve the effectiveness, efficiency, and quality of teaching in Business Education, particularly in relation to content delivery, student engagement, instructional organisation, assessment practices, and academic interaction.

Recommendations

Based on the findings, the researcher made the following recommendations:

1. Academic institutions should support the integration of media literacy training to improve lecturers' ability to critically select and use appropriate multimedia content for instruction.
2. Tertiary institutions should enhance lecturers' digital communication competencies through workshops focused on virtual teaching tools, professional online interaction, and feedback delivery systems.
3. Institutions should invest in digital content creation tools and training to enable lecturers to design interactive and adaptive instructional materials that improve student engagement and learning outcomes.

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