
Digitalization Of Educational Resources In Teaching Business Education Programme In Federal College Of Education (Technical), Omoku

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Abstract

The study investigated digitalization of educational resources as materials in teaching Business Education programme in Federal College of Education (Technical), Omoku. Two research questions guided the conduct of the study. Descriptive survey research design was used for the study. The population of the study was 41 Business education lecturers in the school under review. A total of 35 business education lecturers in FCE (T) Omoku were selected as sample of the study. A questionnaire titled "Digital Educational Resources Utilization in Business education (DERUMBEQ)" was used as the instrument for data collection. The reliability of the instruments was established using Cronbach reliability with results of .75 and .81. The data collected was analysed using mean and standard deviation. The result of the data collected and analyzed indicated that lecturers have access to few new technologies for teaching of business education courses. It was concluded that new technologies have a positive influence on the teaching of business education courses. It was recommended among others that institutional administrators should encourage business teachers through sponsorship to acquire knowledge and skills in the area of new technologies.

Keywords: Digital educational resources, Business Education, Digital technology, Technology

Introduction

The world is rapidly trending to a global digital society through the use of internet facilities. It is due to this fact that countries spend a lot of money in putting this technology in place and as a priority for every citizens to have adequate education. It

has revolutionized the nature and manner of instructional preparation and delivery in education generally and business education which is the vehicle through which business education hopes to accomplish her objectives is susceptible to changes associated with the innovations in technologies especially those used in modern offices and schools. This can't be achieved without utilizing these technologies in the teaching and learning process.

Digital resources has changed the world for the better, but the innovation that helps some developed nations rise also threatens to leave developing nations behind. As technology transforms the economy, more and more people are being locked out of a job market which is being increasingly dominated by the demand for digital or computer skills. The teaching of digital skills in schools should be regarded as equally important as lessons in numeracy and literacy. Currently, it seems inevitable that the usage and reliance on digital technologies will continue to grow unprecedentedly. While reading books and paper resources and manual writing remain fundamentally important, this current period in time may well represent a crucial point in the march towards digital domination (Govindarajan & Ramamurti, 2011).

Today most of our academic activities and learning has been modernized and digitalized which connotes devising knowledge through the use of modern digital instructional devices aided resources such as Tower computer, digital cameras, digital microphones, digital camcorders, tablets, flash drives, scanners, printers, smart phones, monitors. With the programme such as e-mail, text messaging, online chat, web pages, audios and videos conferencing etc. E-learning is a tool for improving teaching and learning. It is also a good accessible tool for learning and research (Naideo, 2013), he further explained that it makes delivery of instruction very flexible and interactive.

The technological changes in business education are basically from information and communication technology (ICT) perspective. The society is generally ICT-driven and in order to keep abreast of these changes, there must be a restructuring in the knowledge and skills given to learners/ students in business education. Electronic office (e-office) is one of the phenomena of the 21st century which is paperless office approach in which every office work is done with use of computer. It is based on this that most business education department in tertiary institution are building ICT centers, improved computer laboratories as well as offering professional courses in computer studies to produce students/ graduates that can easily adapt in their ever changing business environment.

Business Education is a component of vocational technical education programme that prepares an individual for career in business and also to be an intelligent consumer of economic goods and services (Utoware & Kren-Ikidi, 2014). Business education provides students with the needed competencies, skills, knowledge, understanding and attitude to perform as workers in industries, civil service and also as proprietors of businesses. According to Ugwoke (2011), Business Education is work-focused, skill-based, result-oriented and technology-based. For Business Education programme to sustain its relevance in providing the needs of individuals and that of the society, it must embrace current trends of new technology in the academic and economic demands of the society.

Okoro and Ursula (2012) defined Business Education as a programme in education that prepares students for entry into and advancement of jobs within the business. According to Mbaegbu (2016), Business Education is a programme of study that exposes individuals to different spectrum of economic activities such as education for office occupation, accounting, distributive and marketing occupation, purchasing, teaching, business administration and entrepreneurship development. Ubulom and Ogwunte (2017) opined that the objectives of Business education programme centres on the preparation of individuals to be skilled in the pedagogy of business courses, and in the application of principles to the practice of Accounting, Management, Marketing and Information and Communication Technology (ICT) in businesses.

Business education is a component of vocational education program that prepare an individual for career in business and also to be intelligent consumers of economic goods and services. Business education provides students with the needed competencies, skills, knowledge, understanding and attitudes to perform as workers in industries, civil service and also as proprietors of business. Business education is worked-focused, skill-based, result oriented and technology based (Ugwoke, 2011). The competitive business environment is subject to change, this is because change is the only constant factor in life. Education is seen as instrument per excellence in preparing citizens for effective roles in the society. One form of education that equips its recipients to adapt to the changing world of work is business education.

According to Osuala (2009) in Ugwoke (2011), business education is a program of instruction which consist of two part: Office education and general business education.

1. Office education is a vocational education program for office careers through initial, refresher and upgrading education leading to employability and advancement in office occupation.
2. General business education is a program to provide students with information and competencies which are needed by all in managing personal and business affairs and in using the services of the business world. However, for business education program to remain relevant in providing the needs of individuals and that of the society, they must embrace current trends (new technologies) in the academic and economic demands of the society.

Azih and Nwosu (2012) posited that business education at all levels is aimed at providing training which equips the recipients with business skills needed to function effectively in a working environment as well as contribute to inclusive societal development. One of the aim of business education is to produce graduates that are equipped with vocational skills and competency required in modern offices and schools, but the relevance of business education classrooms and laboratories in this regard are questionable. But this aim could be achieved when business education classroom and laboratories are modified to suit modern offices and schools technological needs.

In support of the above, Amoor (2008) in Azih and Nwosu (2012) Observed that graduates of business education have problems in using technologies in a work environment due to their inadequate exposure to information system, modern office technologies and reshifments of managing modern offices. He stressed that lack of these office technologies affects the nature of programme offered to learners.

Business education laboratories in most tertiary institutions basic e-learning facilities. Therefore, there is need for infrastructural improvement for effective teaching and learning of courses especially those related to office administration.

Achilike (2012) noted that laboratories of business education should be improved to equip graduates of the programme with relevant information processing skills expected of business education students. These skills include telecommunication, e-cottage, storing and forward of voice system, teleconferencing, computer output microfilm many more to mention but a few. In the light of the above, business education programmes should implement some innovations to equip learners with these technologies which will promote active learning as it helps in developing appropriate level of capability in learners by making it possible for instructions to be learner centered. In Nigeria, the situation is the same as the world is going digital there is need for Business Education teachers to acquire the right digital skills needed to meet up with instructional delivery, and assessment in Business Education. There are concepts in Business Education that can only be delivered to the students digitally for better understanding. This can only be achieved when Business Education teachers move with the current trends in technological advancement which is reflected in the changing patterns of Business education curriculum.

With the increasing clamor for integration of digital resources into business education, many institution are yet to benefit because of not having necessary equipments needed. The change in the technological replication of modern office environment is a major factor necessitating the integration of digital educational resources in most tertiary institution offering business education especially in Federal college of Education (Technical), Omoku. However, due to the delay in effecting and integrating digital educational resources in the classroom has made it obvious that business education classroom/laboratories are overcrowded with manual typewriters and other out-dated equipment which are not in tune with the modern technological prerequisites for e-learning environment. Consequently, with the introduction and upgrading of these modern digital educational resources in most modern offices without corresponding exposure of learners to such platforms has made most students graduate as half-baked without acquiring the necessary digital skills.

Since business education also prepares her recipients for a teaching career, modern schools now make use of electronic media for recording keeping and result preparation. Business education students seem not to possess their learning activities, this obviously calls for the preparation of business education students through modern digital educational resources to meet the changing work environment (Azih & Nwosu, 2012). Thus, this study is carried out to fill the gap to identify the instructional devices used by lecturers in effective teaching and learning business education in FCE (T), Omoku.

Aim and Objectives of the study

The aim of this study is to investigate the digital educational resources assessed and utilized as materials in effective teaching of Business education courses in Federal college of education (Technical), Omoku. Specifically, the study sought to:

1. Identify the digital educational resources lecturers have access to as materials in Business education for effective teaching in Federal college of Education (Technical), Omoku.

2. Examine the influence of digital educational resources on the teaching of business education courses in Federal college of Education (Technical), Omoku.

Research Question

The following research questions guided the study:

1. What are the digital educational resources lecturers have access to as materials in Business education for effective teaching in Federal college of Education (Technical), Omoku?
2. To what extent do digital educational resources influence the teaching of business education in Federal college of Education (Technical), Omoku?

Methodology

This is a survey research design carried out in Federal college of Education (Technical), Omoku. The population of the study was made up of Business education lecturers comprising of 42 business educators from the school under review. Self structured questionnaire item titled “Digital Educational Resources Utilization as materials in Business Education (DERUMBEQ)” were used for data collection. To establish the reliability of the instrument, Cronbach Alpha formula was used to analyze the data using the Statistical Package for Social Sciences (SPSS) version 21. Reliability coefficient values of 0.75 and 0.81 were obtained for clusters B1 and B2 respectively with an overall coefficient value of 0.78. A random sampling technique was adopted to cover the Sample. Thirty-five (35) copies of questionnaire were distributed covering the total population. The responses were structured on a 5 point likert scale of measurement of Very highly accessible/Very high extent(VHE=5), highly accessible/high extent (HE= 4), Moderately accessible/Moderate extent (ME=3), poor accessible/Low extent (LE=2) and Not accessible/Very Low extent (VLE= 1). All the questionnaire were duly filled and retrieved by the respondents. The data was organized and analyzed with arithmetic mean scores and standard deviation.

Results

Research Questions 1

What are the digital educational resources lecturers have access to as in Business education for effective teaching in Federal College of Education (Technical), Omoku?

Table 1: Mean ratings and SD of the respondents on digital educational resources lecturers have access to as materials in Business education for effective teaching(N = 35)

S/N	Items	Mean	SD	Remark
1	Offline or ordinary computer	4.27	0.78	Accessible
2	Digital Library	2.19	0.85	Not accessible
3	Multimedia television	1.50	0.74	Not accessible
4	Online or internet connected computer	2.36	0.78	Not accessible
5	Scorebatt software	2.07	0.96	Not accessible
6	Interactive board	2.03	0.82	Not accessible
7	Overhead projector	4.38	0.85	Accessible
8	Instructional software (tutorial, drills and	4.22	0.89	Not accessible

	practice)			
9	Class blog	4.45	0.72	Not accessible
10	Webinars	4.57	0.68	Not accessible
Average mean and SD		4.3	0.8	

Source: Field survey, 2023

The result presented in table 1 showed that the respondents indicated that 2 of the technologies are accessible with mean ratings between 4.0 and 4.5 respectively. The table further clarified that the respondents indicated not accessible for some items like digital Library, interactive whiteboard, class blog, etc with mean ratings between 4.0 to 5.0 respectively as technologies not accessible as materials in Business education for effective teaching in Federal College of Education (Technical), Omoku.

Research Questions 2

To what extent do digital educational resources influence the teaching of business education in Federal college of Education (Technical), Omoku?

Table 2: Mean ratings and SD of the respondents on the extent digital educational resources influence the teaching of business education (N = 35)

S/N	Items	Mean	SD	Remark
1.	Offline or ordinary computer	4.68	0.62	VHE
2.	Digital Library	4.54	0.72	VHE
3.	Multimedia television	4.43	0.75	VHE
4.	Online or internet connected computer	4.41	0.74	VHE
5.	Scorebatt software	4.22	0.81	VHE
6.	Interactive board	4.04	0.94	VHE
7.	Overhead projector	4.40	0.74	VHE
8.	Instructional software (tutorial, drills and practice)	4.55	0.71	VHE
9.	Class blog	4.22	0.97	VHE
10.	Webinars	4.22	0.92	VHE
Average mean and SD		4.3	0.89	

Source: Field survey, 2023

The result presented in table 1 showed that the respondents indicated that all the technologies are of very high extent with mean ratings between 4.0 and 4.5 respectively technologies indicating that modern technologies are highly needed for the teaching of business education in Federal college of Education (Technical), Omoku.

Discussion of findings

The findings among others revealed that lecturers have access to most of the digital resources identified for teaching of business education. The findings showed that digital resources like modern computer and overhead projectors etc are accessible for teaching of business education courses in tertiary institutions while digital resources like digital camera, interactive whiteboard and video library, class blog, and modem, internet enable devices and hybrid devices, video teleconferencing, electronic mail, instructional software, interactive software are not accessible for teaching of business

education courses. The study is in line with Azih (2011) who found that tertiary institutions in Nigeria do not have sufficient technological facilities for teaching the practical based business education courses.

Conclusion

The study established that there is relatively accessibility of digital resources for teaching business education courses in higher institutions especially in the school under review. Also digital resources have a positive influence on the teaching of business education courses in FCE (T), Omoku. Therefore lecturers are left with the responsibility to make use of them for the proper teaching of business education courses. Since the digital resources are scarcely accessible, adequate provision and utilization of it should be supervised in order to make students possess competencies and long life skills before they enter into the world of work.

Recommendations

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

1. The school should incorporate the digital resources in the curriculum of business education courses. Thus, there is need for schools to provide and encourage the use of digital resources to enable teachers and students play active roles in the classroom.
2. Efforts should be made by teachers to go for training, particularly to learn the operation of those digital resources, to be able to teach their students. This can be made possible when Institutional administrators encourage business educators through sponsorship to acquire knowledge and skills in the area of new technologies.

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