

# **AVAILABILITY AND UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING OF BUSINESS EDUCATION IN COLLEGES OF EDUCATION IN DELTA STATE**

**By**

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## **Abstract**

*This study examined “availability and utilization of information and communication technology in teaching of business education in colleges of education in delta state”. Three research questions were formulated to guide the study. Descriptive survey design was employed for the study. The population of the study comprised of all business education lecturer in colleges of Education Delta State. A sample size of sixty (60) respondents in the study area was obtained through -purposive sampling technique. A structured questionnaire was used as instrument for data collection. The data collected was analyzed using mean statistics. The findings of the study revealed that ICT are available for teaching Business Education in Colleges of Education in Delta State to high extent and lecturers are proficient in the use of available Information and Communication Technologies for teaching Business Education in Federal College of Education in Delta State. The study recommended among others that the Government should ensure adequate provision of relevant and functional ICT facilities in School. Higher institutions should be encouraged to participate in the provision of such facilities and make them accessible to both students and lecturers. Government should employ lecturers with relevant skill and training to teach ICT in schools. ICT lecturers should attend refresher courses, workshops and conferences regularly to update their ICT knowledge.*

**Keywords:** *Teaching, Information and Communication Technology, Business Education.*

## **Introduction**

Education is one of the most important needs for the well being of individual and that of the society. Education is an instrument for sustaining and developing the life of people, an instrument of stability, change and cultural values in a child to grow to the full status of a man sound in mind and body; to acquire the knowledge and skill that will enable him to live a useful life; to have high standard of conduct and be an honorable man trusted by his fellows as well as to be a man of peace, courage and sound judgment (Eze, 2011). The guiding principle of education in Nigeria is the equipping of every citizen with knowledge, skills, attitudes and values, which will give him the opportunity to derive maximum benefits from his membership of the society. Without education development can neither be broad based or sustained (Orodho, 2014; Orodho, Waweru, Ndichu&Nthinguri 2013). The importance of education in almost all walks of life has increased with the support of information and communication technologies (ICT). Information and Communication Technology embraces all technologies for manipulative communication of information and also encompasses any medium used to record information such as: radio, television, etc., and technology for communication through voice and sound or images using microphone, camera, loudspeaker, telephone/mobile phones (Osu, Udosen, & Akpan, 2010). Information and Communication Technologies (ICTs) are indispensable tools in the transmission of knowledge and have been accepted as viable means of communication in the contemporary world. Information and Communication Technology (ICT) is used for gathering, processing, storing, sharing and distributing information, knowledge and ideas (ESCAP in Ugwoke, 2011; Balash, Yong and Bin-Abu, 2011). Adeyemo (2010) described ICT as consisting of computer hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information.

Availability and effective utilization of ICT facility for instructional processes reinforces the teacher's ability to cater for individual differences and fosters learners' involvement, participation and understanding, which help them in grounding their thoughts and feelings and in turns contribute to good academic performance in schools. In this current era, ICTs are recognized as means of quality assurance in curriculum management. For instance, the use of ICT to instruct students will help them learn better as they do not always forget what they are taught when used alongside the traditional method of teaching (Hussain, Iqbal and Akhtar, 2010).

The methods of teaching used in education in Nigeria is the face to face traditional mode of lesson delivery which has been seen as ineffective in meeting the demands of learning in this technology driven generation, (Onwuagboke, Singh, & Fook, 2015). Nigeria has not fully implemented the use of ICT in education in Nigeria. The attempts made towards implementing the use of ICT in Nigerian school system have not had ample effect, (Eme, Emmanuel & Onwe, 2015).

The utilization of the available information and communication technologies in schools is not without challenges. Otuka in Ezeugbo and Asiegbu (2011) expressed that computer literacy in Nigeria is still at its lowest ebb mainly because ICT is faced with a lot of challenges some of which include inadequate information communication facilities, lack of skilled manpower to manage the available resources, inadequate funding of higher education and reluctance/inability on the part of the lecturers to fully integrate new technologies in their pedagogical practices. Owolabi in Nwana (2012) was of the opinion that dearth of trained teachers for ICT, lack of facilities; infrastructures and equipment were among the factors that militate against effective utilization of ICT. These challenges may be part of reasons why most teachers, including accounting teachers appear to still stick to the old traditional method of lecture in delivering their lessons. This study therefore assessed ICT usage in teaching of business studies in Colleges of Education in Delta State. On the other hand, the goals of Business Education according to Edokpolor and Egbri (2017) had stipulated that the actual goals of business education shall be to:

- Prepare students for specific career in office occupations;
- Equip students with the requisite skills for job creation and entrepreneurship; and
- Expose students with knowledge about business, including a good blend of computer technology, which incorporates Information and Communication Technology (ICT).

According to Ubulom and Dambo (2016) the objectives of business education programme centre on preparing the beneficiaries to function effectively in the industry as an employee, in the classroom as a professional teacher and in the business world as an entrepreneur. At the undergraduate business education degree programmes of the Nigerian universities and colleges of education affiliated to some universities, the objectives of business education are to produce:

- Teachers to teach business subjects in secondary schools;
- Teachers who will engage in professional studies in business education;
- Strong advocates and promoters of viable industrial and business enterprises;
- Graduates of the programme with intellectual understanding of the increasing complexity of the business world

In recent times, greater attention has been given to information communication technology (ICT) and the richness of its content and resources, especially in the area of teaching and learning. information communication technology (ICT) promotes better communication and helps teachers and students to share accountability for learning and achievements. It has been observed with great concern that despite the obvious and enormous advantages that come with information communication technologies (ICTs) in teaching and learning, several tertiary institutions are finding it difficult to even implement basics of ICT. The unavailability or inadequacy of suitable information and communication technologies for teaching business education is blamed for the poor performance among other factors such as the teacher competency, teaching methodology and the attitude of the students towards the subject. This constitutes a pedagogical hindrance in the effective teaching and learning of business concepts. It is against the above stated observations that this study is undertaken to assess ICT usage in teaching of business education in Colleges of Education in Delta State. Specifically, the study seeks to:

- Determine the extent to which information and communication technologies are available for teaching Business education in Colleges of Education in Delta State.
- Ascertain the utilization of ICT facilities provided for teaching Business education in Colleges of Education in Delta State
- Identify the challenges in the usage of ICT for teaching Business education in Colleges of Education in Delta State. The following research questions were raised to guide the study:
- To what extent are information and communication technologies available for teaching Business education in Colleges of Education in Delta State?
- To what extent are ICT facilities provided for teaching Business education in Colleges of Education in Delta State utilized?

- What are the challenges in the use of ICT for teaching of business education in Colleges of Education in Delta State?

### **Methodology**

The design for this study is survey research design. survey design is a strategy in which quantitative information is systematically collected from a relatively large sample selected from a population. Thus, descriptive survey research design possesses great relevance of adoption when a researcher intends to describe conditions that already exist and intends to determine reasons for their prevalence. This design was considered appropriate because it enabled the researcher to explore, describe and collect pertinent data on ICT usage in teaching of business education in Colleges of Education in Delta State. The choice of this design is informed by its efficient way of collecting information about the population studied, ease of administering questionnaire which can be tailored to the problem the researcher is studying.

The area of the study is Delta State. It has a total land area of 16,842 sq. km. and an estimated population of 4,112,445million with Urhobo, Itsekiri, Ijaw (Izon), Isoko and Anioma (Igbo) as the main ethnic groups (National Population Commission, 2006). The State has 439 public secondary schools and 28 higher institutions. There are 3 colleges of education in the study area. Like every school in other parts of the country, several tertiary institutions are finding it difficult to implement basics of ICT. Also, the unavailability or inadequacy of suitable information and communication technologies for teaching business education is blamed for the poor performance among other factors such as the teacher competency, teaching methodology and the attitude of the students towards the subject which constitute a pedagogical hindrance in the effective teaching and learning of business concepts. This justifies the need for the study to unravel the underlying factors responsible for such challenges with a view of making recommendation for effective service delivery of education in the state.

The population of the study comprised all colleges of education teachers in Delta State. Simple random sampling technique was adopted and used in selecting representative sample for this study. This technique gives equal chance to college of education lecturers to be selected by balloting. In all fifteen (15) lecturers each from three Colleges of Education from the four in Delta State were selected for the study. The researcher drew the sample for the study from the selected schools as follows:

S/N	NAME OF SCHOOL	SAMPLE
1	Federal College of Education (T), Asaba	15
2	Delta State College of Education, Agbor	15
3	Delta State College of Education, Warri	15
TOTAL		45

A self-developed questionnaire titled "ICT usage in teaching of business education in Colleges of Education in Delta State" (ICTUTBECEQ) was used for this study. The questionnaire consisted of two sections; Section A consisted of personal data of the respondents while section B consisted of research statements relating to the study. A total of 15 items was used for the study and the respondents were expected to answer by ticking (✓) the appropriate space provided for either VHE-Very High Extent; HE- High Extent; LE-Low Extent and VLE-Very Low Extent.

The distribution of the research instrument (questionnaire) entailed personal and direct hand-delivery process to the respondents. The entire forty/ five (45) questionnaires were administered and retrieved from the respondents by the researcher. Descriptive statistics of mean scores and standard deviation was used in analyzing data gotten from the respondents. The mean score was benchmarked at 2.50. The decision rule for agreeing or disagreeing with the statements was based on the premise that any mean which rated 2.50 and above was accepted and referred to as agreement with the statement. While any mean that rated below 2.50 was not accepted and this indicated disagreement with the statement. To determine the mean benchmark, the values of each scale were added and divided by the number of scales. Data were analyzed using a four (4) point scale of; Very High Extent (VHE)= 4 Points, High Extent (HE)= 3 Points, Low Extent (LE)= 2 Points and Very Low Extent (VLE) = 1 Point. Thus,  $4+3+2+1=10/4 = 2.50$

## Results And Discussions

The analyses of the research questions are presented one after the other using tables.

**Research Question 1:** To what extent are information and communication technologies available for teaching Business education in Colleges of Education in Delta State?

**Table 1:** Mean Scores on the extent to which ICT are available for teaching Business education

S/N	Statement	VHE	HE	LE	VLE	$\bar{X}$	DECISION
1.	Laptop are provided for lecturers in my school	6	6	19	14	2.4	<b>Low Extent</b>
2.	Scanning machines are provided for office use in the department	23	11	5	6	3.4	<b>High Extent</b>
3.	electronic devices and overhead projector for visual transmissions are utilizes by lecturers for teaching and learning	6	9	20	10	1.7	<b>Low Extent</b>
4.	Printing machine is provided in my office to printing official/lecture materials	30	9	4	2	3.2	<b>High Extent</b>
5.	Photocopying machine is stationed at the department office to mass produce lecture materials and question papers for students	20	15	7	3	3.1	<b>High Extent</b>
<b>Grand Mean</b>						<b>2.5</b>	

**Source:** Field work, 2021

Table 1 shows how Information and Communication Technologies are available for teaching Business education in Colleges of Education in Delta State. Questionnaire items 2, 4 and 5 with mean scores of 3.2 and 3.1 indicate that scanning machines were provided for office use, printing machine is provided in my office to print out lecture materials and Photocopying machine is stationed at the department office to mass produce lecture materials and question papers for students. While items 1 and 3 were low extent with mean scores ranging from 1.7 and 2.4 indicating that laptop computers were not provided for every lecturer in my school and electronic overhead projector were not used for visual transmissions during lectures. This implies that the

respondents affirmed that ICT are available for teaching Business Education in Colleges of Education in Delta State to high extent.

**Research Question Two:** To what extent are lecturers proficient in the use of available Information and Communication Technologies for teaching Business Education in Colleges of Education in Delta State?

**Table 2:** Mean Scores on the extent to which lecturers are proficient in the use of available ICT for teaching Business Education

S/N	STATEMENT	VHE	HE	LE	VLE	$\bar{X}$	DECISION
6.	Computers are utilized to manage files and make materials available to my students	19	11	9	6	2.8	<b>High Extent</b>
7.	Availability of educational literature to students in softcopies	21	18	2	4	3.1	<b>High Extent</b>
8.	Computer applications are utilized for teaching/learning of Business Education.	19	21	1	4	2.9	<b>High Extent</b>
9.	Business Education lecturers utilized the internet effectively	28	10	3	3	3.4	<b>High Extent</b>
10.	I source for updated educational materials online.	17	22	0	6	3.4	<b>High Extent</b>
<b>Grand Mean</b>						<b>3.12</b>	

**Source:** Field work, 2021

**Table 2** shows the extent to which lecturers are proficient in the use of available ICT for teaching Business Education. Questionnaire items 6-10 were high extent with mean scores ranging from 2.8 to 3.4 indicating that lecturers are proficient in the use of available Information and Communication Technologies for teaching Business Education in Colleges of Education in Delta State as indicated in the table.

**Research Question Three:** What are the challenges in the use of ICT for teaching in Nigeria?



**Table 3: Mean Scores of the challenges that affect the usage of ICT in Nigeria Schools**

S/N	Statement	VHE	HE	LE	VLE	$\bar{X}$	DECISION
11.	High cost of procurement and installation has contributed immensely in reducing their availability and usage of ICTs by lecturers	10	6	21	8	2.6	Agree
12.	Lack of proper maintenance is a challenge to ICT usage	24	12	4	5	3.2	Agree
13.	Insufficient number of qualified lecturers is a challenge to ICT usage	21	11	5	8	2.8	Agree
14.	Incessant interruption in power supply is a constraint to effective utilization of ICT facilities for teaching Business Education	19	9	10	7	2.5	Agree
15.	High level of computer illiteracy among lecturers hinders ICT utilization for teaching Business Education	23	20	1	1	3.4	Agree
<b>Grand Mean</b>						<b>2.9</b>	

**Source: Field work, 2021**

Table 3 shows the factors that affect the usage of ICT in Nigerian schools. All the items agreed that high cost of computer units has contributed immensely in reducing their availability and usage by lecturers, lack of government commitment to the development of the educational sector negatively affects ICT usage by lecturers, high cost of maintaining electronic gadgets discourages their use for teaching and learning, incessant interruption in power supply is a constrain to effective utilization of ICT facilities in Nigeria and high level of computer illiteracy among lecturers hinders ICT

utilization in schools. Thus, the grand mean score of 2.9 implied that the above statements are the factors affecting the effective usage of ICTs in Nigerian schools.

### **Discussion of Findings**

In the course of this study, a sustained effort has been made to assess ICT usage in teaching of business education in Colleges of Education in Delta State.

The study revealed that ICTs are available for teaching Business Education in Colleges of Education in Delta State to high extent.

The study also revealed that lecturers are proficient in the use of available Information and Communication Technologies for teaching Business Education in Colleges of Education in Delta State.

The study further revealed that high cost of computer units has contributed immensely in reducing their availability and usage by lecturers, lack of government commitment to the development of the educational sector negatively affects ICT usage by lecturers, high cost of maintaining electronic gadgets discourages their use for teaching and learning amongst others are the factors affecting the usage of ICT in colleges of education in Delta state.

### **Implications of the Study**

The study has revealed that a sustained effort has been made to assess and ICT usage in teaching of business education in Colleges of Education in Delta State. therefore, the following are the educational implications of the study;

- ❖ ICT are available for teaching Business Education in Colleges of Education in Delta State to high extent.
- ❖ Lecturers are proficient in the use of available Information and Communication Technologies for teaching Business Education in Federal College of Education in Delta State
- ❖ High cost of computer units has contributed immensely in reducing their availability and usage by lecturers, lack of government commitment to the development of the educational sector negatively affects ICT usage by lecturers, high cost of maintaining electronic gadgets discourages their use for teaching and learning amongst others are the factors affecting the usage of ICT in Nigeria schools.

### **Conclusion and Recommendations**

Based on the findings, the study recommends the following:

- ❖ Government should ensure adequate provision of relevant and functional ICT facilities in School. Higher institutions should be encouraged to participate in the provision of such facilities and make them accessible to both students and lecturers.
- ❖ Government should employ lecturers with relevant skill and training to teach ICT in schools. ICT lecturers should attend refresher courses, workshops and conferences regularly to update their ICT knowledge.
- ❖ There should be continuous and periodic training of lecturers on ICT skill acquisition. This will help them with practical and functional knowledge of the ICT with the hope of integrating it with instructional method of teaching and learning.
- ❖ Adequate power supply should be provided to enhance the use of ICT in schools.

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