BUSINESS EDUCATION LECTURERS' UTILIZATION OF DIGITALIZED TEACHING RESOURCES FOR OTM SKILLS ACQUISITION IN COLLEGES OF EDUCATION IN DELTA STATE

ONAIVI, Peter Omoloju
Department of Vocational and Technical Education,
Faculty of Education, University of Benin, Benin City,
Edo State, Nigeria
Email :onaiviomolojupeter22@gmail.com

Abstract

This study investigated Business Education Lecturers' utilization of Digitalized Teaching Resources for OTM skills acquisition in Colleges of Education in Delta State. Digital learning resources are devices, tools and electronics used to pass information to learners. Some of the digital learning resources are interactive whiteboard, internet facilities, electronic mails, wireless technology, television, power point presentation, overhead projector, scanner, printer, Local Area Network, video- conferencing, etc. It is important to assess the extent lecturers of Business Education (OTM) utilize digital learning resources and to investigate the skills gap of graduates of Colleges of Education in utilizing digital learning resources. To achieve the objectives, two research questions were raised and one hypothesis was formulated to guide the study. Descriptive survey design was adopted. The population for the study was 340 comprising of students and lecturers. The sample size was 63 lecturers and 277 students. There was no sampling technique since the population is not too large. Data was collected through validated questionnaire. Cronbach's alpha method was used to determine the reliability of the instrument with reliability co-efficient of 0.83. Mean and Standard deviation were used to answer the research questions, while the t-test statistics was used to analyse the hypothesis at 0.05 level of significance. The findings of the study revealed that digital learning resources were unavailable to students /lecturers for utilization. Based on the findings, it was recommended that efforts should be made by National Commission for Colleges of Education to update the curriculum for Office Technology and Management Programmes. Government should supply modern digital technologies that will bring efficient and effective teaching/learning.

Keywords: Business Education, OTM Skills, Digital resources, Utilization

Introduction

The world of work is changing and business organizations are increasing adopting digital technologies that get more work done with fewer people. As a result of this, business education programme in Nigeria is greatly challenged to prepare students by equipping them with skills(digital skills inclusive) to meet the demands for highly ICT skilled graduates for self-reliance (Nwagu and Nwaukwa 2022). The internet has tremendously changed the way things are done in the world. Virtually every aspect of education is witnessing it business education is not left out. Akwara and Baba (2019) sees Business Education as an aspect of Vocational and Technical education offered as a course in tertiary institutions designed to provide learning situations for skill acquisition among students who could apply such skills in their occupation, managing personal business for personal living in the society and for nation building. Ojianyaegbu (2021) ascertained that Business Education is a type of education that gives individuals the needed skills and knowledge to succeed in small, medium or large scale businesses. In another perspective, Egbiri and Emefiele (2021) opined that Business Education is an aspect of educational programme offered in higher institutions of learning which prepares students for careers in business. This means that business education is not static but dynamic. It is acknowledged that business education is a skill acquisition programme. Skill is the ability to do something well. Skills are acquired through training and experience. The primary goal of

business education is to produce creative, skillful, creative and dynamic business education graduates who will do well in a paid job or be self- employed (Peter 2019). The skills acquired in business education according to Peter and Aiguekegbe (2019) are communication skills, perseverance and motivation skills, Ability to work under pressure skills, Confidence skills, teamwork skills, negotiation and persuasion skills, problem solving skills, leadership skills, commercial skills, organizational skills, time management skills, self- motivation and digital skills. These are skills needed to carry out task in this era especially in Office Technology and Management (OTM).

Office Technology and Management was formally referred to as secretarial studies in Nigeria evolved out to meet the technological and management demands of today's workplace. The new name OTM was approved by the supervising body for Nigerian Polytechnics, National Board for Technical Education (NBTE) in 2004. The National Board for Technical Education(NBTE) in the curriculum document for OTM, FRN (2004) outlined some core skills which the OTM programme seeks to impact on the students so as to make them fit for career in OTM. These skills include Office skills, managerial skills, entrepreneurial skills, ICT skills, Communication skills, and socio-psychological skills. These skills are courses put together to be offered by the OTM students (Aninye-Ranor 2019). Office Technology Management graduates need to be proficient in ICT skills to carry out digital technology tasks. For OTM students to acquire digital skills, there must be digital learning.

Digital learning is a learning facilitated by technology that gives students some element of control over time, place, path and/or space. Time here refers to learning that is no longer restricted to the school day or the school year. The internet access devices have given the students the ability to learn anytime. Digital learning gives access to students to learn in their own style, making learning personal and engaging. Digital learning also makes education more accessible and affordable to students on campus and also worldwide. Furthermore, digital learning helps students to learn more efficiently, learn more fully and learn with mastery (Sam2013).

For digital learning to accomplish its effectiveness, digital learning resources has to be fully implemented into school program. Digitized Learning Resources (DLR) are diverse set of electronic technologies, technological tools and resources utilized to communicate, disseminate, store and manage information in the course of teaching and learning. Digitized learning technologies are used to bring about effective and efficient teaching and learning.

Digital learning resources involve the utilization of computer and other electronic devices to pass information to learners. Some of Digital Learning Resources include computer, internet facilities, e-mail services, satellite, telephone, wireless technology, motion picture, overhead projector, interactive board, public address system, printer, scanner, projection screen, television, Local Area Network (LAN), Wide Area Network (WAN), radio, maintenance workshop, spare parts and accessories rooms (Ngwu and Kingsley 2019).

Internet as a digital tool of DLR has strengthened teaching and learning as it provides powerful resources and services for students, thereby enabling them meet their educational needs. It also allows for networking among students and teachers to facilitate exchange of ideas and improve opportunities for connecting schools to the world as learning is expanding beyond the classroom so real life context can be established (Dotimi and Hamilton – Ekeke, 2013). The internet is the inter connection of system of subsystems of equipment that is used in the automatic acquisition, storage, manipulation, management, movement, control, display, switching, interchange, transmission or reception of data or information. Instructionally, it helps students to learn ahead of content or topic to be covered in the next class. The internet also assists teachers and students to get more meaning about the concept learnt or taught in lesson. Also, the internet exposes the students to electronic learning. The internet has some functions in education which are: (I) Storehouse of information, (ii)Communication without boundaries, (iii)Online interactive learning, (iv) Electronic/Online research, (v)Innovation in the new world,

(vi)Improving interest in learning, (vii)Global education and information categories (Park, 2019).

Apart from the internet, in this digital age, the importance of computer cannot be over emphasized for teaching and learning. Computer can be seen as any electronic device that allows students to access the internet to research, create and complete work. This means that a laptop or tablet can be categories as a classroom computer. Before computers were common in the classroom, teachers would stand in front of class and talk endlessly about a subject. Now computers are used with projectors to show students videos, images and text that are interesting and relevant to what is being taught. Computer helps to replace writing on the chalkboard or whiteboard. Instead of writing on the board, instructor or student takes note on the computer and projects this into the screen so that the whole class can see this. Computer enables the students to read what has been written more easily than instructor's handwriting. With the help of the computer, academic work learnt can then be saved as a record of class then e-mailed to the whole class or posted on the course Web page.

Another technological tool that is useful in teaching and learning is the electronic mail (e-mail). With the help of the e-mail, the instructor can provide an updates and reminder to students. Assignments to be carried out by the students can be sent to their e-mails and submitted through the e-mail of the lecturer. Also, vital information and messages can be communicated through the e-mails. New ideas, suggestions and academic progress can be communicated through the e-mails.

Apart from the e-mails, Interactive whiteboards (smart boards) have exceptionally grown in popularity over the past few years. Schools are discovering that these interactive whiteboards are effective tools for improving learning, communication and collaboration. They offer several advantages over traditional whiteboards which have been used in classrooms for decades to share information and ideas with group members. The interactive whiteboards operate in the connection between a computer, a projector and a touch screen electronic whiteboard. At the heart of the interactive whiteboards, lies a touch screen smart board which students can use the touch screen whiteboard to experiment, solve, write and erase applications such as visual experiments, visuals, animations and graphics. Electronic microscopes, multimedia materials, videos, data tables, CD-ROM or the internet may be used depending on the software programs used by those whiteboards (Miller, 2018). Today, Education ministries in many countries are now encouraging the use of interactive whiteboards in classroom.

Statement of the Problem

Office Technology and Management (OTM) graduates ought to have acquired modern employability skills through modern digital teaching resources to overcome the challenges in the labour market. Despite the provision made by the government on digital teaching resources, OTM graduates are still engaged with conventional learning which involves the use of typewriters instead of modern digital learning resources. Some of the problem may be attributed to inadequate modern digital resources in Colleges of Education which may lead to low levels of utilization of digital resources by OTM students which results to unemployment which consequently denied them self-employment. Although, Government at all levels appears to be allocating fund via budget to the educational sectors for facilities provision, the problem of effective skill acquisition still persist. These are important factors that may hinder teaching and learning of skills in OTM. Therefore, it is important to find out their extent of utilization of digital resources. In order to know the causes and make recommendations, the study investigates the extent of Business Education Lecturers' utilization of Digitalized Teaching Resources for Office Technology and Management (OTM) skills Acquisition in Colleges of Education in Delta State.

Purpose of the Study

The main purpose of this study is to determine the extent of utilization of digital teaching and learning resources for OTM skills acquisition in Colleges of Education in Delta State. Specifically, the study will determine:

1. The competence of OTM lecturers in utilizing digital teaching resources.
2. The extent of utilizing digital teaching resources for skills acquisition by OTM lecturers in Colleges of Education in Delta State.

Research Questions

For the purpose of this research work, the following research questions were raised:

1. To what extent do OTM lecturers have competence in utilizing digital teaching resources in Colleges of Education in Delta State?
2. To what extent do lecturers of business education OTM utilize digital teaching resources for teaching skills acquisition?

Research Hypotheses

The following null hypothesis was formulated and tested at 0.05 level of significance:

There is no significant difference between the mean responses of male and female business education lecturers on the extent of utilization of digital learning resources for teaching skills acquisition.

Design of the Study

This study will employ descriptive survey design .Descriptive Survey is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group (Nworgu, 2016).The descriptive survey design is therefore considered suitable for this study since relevant information will be collected through the use of questionnaire in describing and interpreting Business Education Lecturers' utilization of digital teaching and learning resources for OTM skills acquisition in Colleges of Education in Delta State.

Population of the Study

The population of the study is 340 which is made up of 63 business education lecturers and 277 business education students in 2019/2021 session Year II and Year III. The population comprises four Colleges of Education in Delta State. This is presented in the Table I .

Names of Institutions	Students	Lecturers
College of Education Warri	77	19
College of Education Asaba	64	16
College of Education Agbor	80	18
College of Education Mosogar	56	10
Total	277	63

(Sources: HOD Business Education 2021/2022 Colleges of Education Warri, Asaba, Agbor and Mosogar).

Table 2 : Percentage Distribution of Respondents by Institution

Institutions	Frequency	Percent
College of Education Agbor	98	28.82
College of Education Asaba	80	23.53
College of Education Mosogar	66	19.41
College of Education Warri	96	28.24
Total	340	100.0

Table 3: Percentage Distribution of Respondents by Gender

Gender	Frequency	Percent
Male	157	46.2
Female	183	53.8
Total	340	100.0

Sample and Sampling Technique

The sample size of the study will be 63 lecturers and 277 students. Since the Population is not too large for the study, there is no need for sampling technique.

Instrumentation

The instrument for the study is a structured questionnaire titled: Business Education Lecturers' Utilization of Digital Teaching Recourses for OTM Skills Acquisition in Colleges of Education in Delta State (BELUDTRFOCOE).The instrument is on four Likert scale of VHE=Very High Extent (4), HE=High Extent(3), VLE=Very Low Extent(2), LE=Low Extent(1).

Validity of the Instrument

In order to establish the validity of the instrument for the study, the researcher presented the instrument to three experts for face validity which include the project supervisor and two (2) other experts from the Department of vocational and Technical Education, Faculty of Education, University of Benin-City to ascertain the relevance and comprehensiveness of the items before the actual administration .

Reliability of the Instrument

The test method was used to test the reliability of the instrument. The researcher administered twenty (20) questionnaires once to twenty business education lecturers in other colleges of education in River State that are not part of the population in this study. The internal consistency of the instrument was determined using Cronbach's alpha method. The result of the administration was determined using Cronbach's alpha method. The reliability coefficient of 0.83 was obtained which shows that the instrument is reliable.

Method of Data Collection

The instrument was administered to the respondents with the help of three trained research assistants to help in the distribution and retrieving the instrument .The research assistants was given detailed instructions on how to carry out the data collection. The questionnaires were distributed and retrieved immediately to ensure a high return rate. This administration lasted for two weeks.

Method of Data Analysis

The data collected from the respondents was analyzed using mean, standard deviation and t-test. The mean and the standard deviation were used to answer research questions while the t-test was used to test the hypotheses at 0.05 level of significance. Decision rule was based on any calculated mean equal to or greater than 2.50 will be regarded as High Extent & Agreed while any mean less than 2.50 will be regarded as Low Extent & Disagreed. On the basis of the hypotheses, the probability value (P) will be used. If P- value is less than or equal to 0.05, the null hypotheses will be rejected but if P-value is greater than 0.05, the null hypotheses will be retained.

Data Analysis

Research Question 1: To what extent do OTM lecturers have competence in utilizing digital teaching resources in colleges of education?

Table 4: Mean and Standard Deviation on Competence in Utilizing Digital Teaching Resources

S/N	Item Statements	Mean	SD	Remark
1.	Interactive board usage for lesson delivery	3.01	1.134	HE
2.	Ability to connect and use public address system during instructional delivery	2.75	1.044	"
3.	Ability to connect and use video/audio conferencing	2.59	1.089	"
4.	Store and retrieve documents in the computer	2.63	1.012	"
5.	Ability to photocopy, scan and print documents from the internets	2.83	.961	"
6.	Ability to use projectors/television during instructional delivery	2.71	1.097	"
7.	Ability to provide students assignment, communicate with students & send feedbacks via e-mail	2.67	1.099	"
8.	Ability to provide course materials online for students.	2.53	1.114	"
9.	Ability to use wireless technology for effective instructional delivery	2.67	1.112	"
10.	Ability to download books & educational materials via the internet	2.52	.973	"
	Cluster	2.69	.838	HE

Key: x= Mean, SD=Standard Deviation, HE=High Extent, LE=Low Extent.

Table 4 depicts that the mean responses range from 2.52 to 3.01, while the standards deviation range 0.961 to 1.134. The table shows that all the 10 items on utilization of resources correspond to high extent. The cluster (2.69), thus explains that the available digital resources are utilized to a high extent.

Research Question 2: To what extent do lecturers of business education OTM utilize digital teaching resources for teaching skills acquisition?

Table 5: Mean and Standard Deviation on Competence in Utilizing Digital Resources for Teaching

S/N	Item Statements	Mean	SD	Remark
11.	Computer used for computer appreciation skills	3.02	1.080	HE
12.	Database management software used for Data processing skills	2.76	.968	"
13.	Microsoft word for word processing and typing skills	2.66	.935	"
14.	Internet for downloading, accessing website page skills	2.41	1.025	LE
15.	Sending and accessing electronic mails through the internet	2.68	.996	HE
16.	Photocopier for Photocopying/ cyclostyling skills	2.69	.893	"
17.	Electronic commerce business skills	2.57	1.101	"
18.	Microsoft excel for Spreadsheet & statistical analysis skill	2.70	1.091	"
19.	Desktop publishing & graphic program skills	2.68	1.053	"
20.	Ability to use interactive board & videoconferencing for instructional delivery	2.62	1.094	"
	Cluster	2.68	.796	HE

Key: HE=High Extent, LE=Low Extent

Data presented in Table 5 shows that the mean responses range from 2.41 to 3.02, while the standard deviation range from 0.893 to 1.101. The mean responses reveals that nine items of utilization of the digital resources correspond to high extent, while one item corresponds to low extent of utilization of available resources for teaching. The cluster mean of 2.68 reveals that the lecturers utilize the available digital resources for teaching to a high extent.

Hypothesis: There is no significant difference between the mean responses of male and female business education lecturers on the extent of utilization of digital learning resources for teaching skills acquisition.

Table 6: The t-test on Utilization of Digital Resources for Teaching based on Gender Difference

	Gender	N	Mean	SD	df	T	P	Decision
Utilize for Teaching	Male	39	2.45	.432	60	2.040	.026	Significant
	Female	23	2.72	.471				

Key: N=Number, x=Mean, SD=Standard Deviation, t=Table value, p=Probability value

Table 6 shows that the aggregate mean responses for male and female lecturers are 2.45 and 2.72 respectively, while the corresponding standard deviation is 0.432 and 0.471. At p=0.026, the t-value is 2.040. Testing at alpha value of 0.05, the t-value is significant since the p- value is less than alpha value. Thus, the null hypothesis is rejected. This implies that there is significant difference between the mean responses of male and female business education lecturers on the extent of utilization of digital learning resources for teaching skills acquisition.

Discussion of Findings

The findings from research question one which assesses the competences of OTM lecturers in utilizing teaching resources in colleges of Education in Table 4 reveals that the mean responses range from 2.52 to 0 3.01 while the standard deviation ranges from 0.961 to 1.134. This table shows that all the 10 items on utilization of digital resources correspond to high extent. The cluster (2.69) thus explains that the availability digital resources are utilized to a high extent. The finding agrees with the views of Obodo (2019) that efficient utilization of digital resources in schools helps students to acquire manipulative skills and employability skills which prepare them for immediate employment in the world of numerous challenges. Also, the findings corresponds to Nwachukwu (2021) which stated that effective utilization of digital resources in schools determined the skills to be acquired from digital technologies to develop originality, creativity, innovations and clarity in a given learning package.

The findings from research question two which determines the extent lecturers of Business Education OTM utilized digital teaching resources from teaching skills resources that the mean response range from 2.41 to 3.02 while the standard deviation range from 0.893 to 1.101. The mean reveals that nine items of utilization of the digital resources correspond to low extent of utilization of available resources for teaching. The cluster mean of 2.68 reveals that the lecturers utilized the available digital resources for teaching to a high extent. The findings corresponds to Nosakhare (2019) that high extent of utilization of digital teaching resources for teaching skills acquisition increases the rate of learning, increases learners interest and facilitates the retention of what is learnt. The findings also supports Okoli (2010) that who claimed that adequate utilization of digital resources reduces unemployment problem as a result of effective teaching and learning.

The findings of the hypothesis which states that there is no significant difference between the mean responses of male and female business education lecturers on the extent of utilization of digital learning resources for teaching skills acquisition showed in table 6 that the aggregate mean responses for male and female are 2.45 and 2.72 respectively, while the corresponding standard deviation are 0.432 and 0.471. At P = 0.026, the t-value is 2.040. Testing at alpha value of 0.05, the t-value is significant since the p-value is less than alpha value. Thus, the null hypothesis is rejected. This implies that there is significant difference between the mean responses of male and female business education lecturers on the extent of utilization of digital learning resources for teaching skills acquisition. The findings is in line with Ololube (2006) who found that no significant difference in the mean of male and female lecturers towards the utilization of electronic resources in teaching. Also, Oboegwu (2011) claimed that there is significant difference between male and female OTM lecturers on utilization of electronic resources for teaching.

Conclusion

The relevance of digital learning resources cannot be over emphasized in school as lecturers / teachers needs it to bring efficient and effective teaching during instructional delivery. Based on the findings of this study, it indicated that digital learning resources were largely unavailable in teaching / learning of OTM skills in business education in Colleges of Education in Delta State. The scenario was also responsible for the unemployment problem of OTM students of business education in Colleges of Education in Delta State.

From the findings, the numerous problems were perceived as inadequate digital learning resources, insufficient trained personnel's and epileptic power supply are impediments which hinders effective utilization of digital learning resources in College of Education in Delta State. On this, the researcher conducted that computer appreciation skills, database management, Microsoft ware, internet for downloading and accessing websites pages, electronic commences, Microsoft excel for spreadsheet and statistical analysis desktop publishing and graphic program, interactive board and video conferencing skills would not be acquired as skills by OTM lecturers and this creates skills gap in the graduates in Colleges of Education in Delta State.

Recommendations

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

1. The government should provide modern adequate digital learning resources in OTM programmes for effective teaching and learning in Colleges of Education.
2. The National Commission for Colleges of Education should review the curriculum for OTM programme and provide modern digital technologies for skills acquisition in the teaching of OTM programmme.
3. Lecturers of OTM business education programme should be given an update training on seminars, workshop and conferences on modern digital technologies.
4. The Government should train enough personnels on modern digital learning resources.

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