

**CONTRIBUTIONS OF INFORMATION COMMUNICATION
TECHNOLOGY ON THE EFFECTIVENESS OF BUSINESS
EDUCATION TEACHERS IN IJEBU NORTH SECONDARY
SCHOOLS, OGUN STATE, NIGERIA**

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Abstract

There has been a persistent problem of teachers and students of Business Education at the Secondary School level not applying information and communication technology (ICT) in teaching and learning. Interactions and observations with respondents prompted investigation on the analysis and contribution of information communication technology on the effectiveness of business education teachers in Ijebu North secondary schools. This study was conducted in some selected secondary schools in Ijebu North, with a population of 400 teachers and students, using descriptive and survey design. Three research questions were raised. Data collected were analyzed using percentages and the five null hypotheses were tested at 0.05 level of significance

using Independent T-test. The findings of the study among other revealed that ICT have not made significant positive change on teaching and learning of business education due to non-availability of ICT facilities, cost of acquiring ICT facilities, and poor network. On the basis of the findings it was concluded that most business education teachers and students lack ICT skills which make it difficult for them to compete favourably in the world of work. The paper therefore made some recommendations which include, that business education lecturer should engaged themselves in continuous training in ICT facilities to enable them deliver a more effective instruction for the students. Also, there should be adequate and sustainable funding to enable the programme survives.

Keywords: Information Communication Technology, Business Education, Business Education Teachers, Secondary Schools.

Introduction

Business education is an integral part of general education which emphasizes skill and competence acquisition for use in offices and business. Aliyu (2012) considers business education as education for the development of skills and competencies, attitudes which are necessary for efficiency of the eco-social system. In the view of Nwanewezi (2010), business education encompasses education for office occupations, business teaching, business administration and economic understanding. In today's world of business, business education curriculum needs to replace the traditional pedagogical practices that still underpin its teaching and learning process. From a competitive stand point, the greatest challenges faced by business education products are that they appear to be relatively deficient in computer skills and understanding of international business trends. Business education plays an essential role in today's dynamic business environment. The rapid trend of globalization and technological changes has made it difficult for organizations to survive in the competitive world. As a result, the importance of

business education has been increased many folds. Business executives need to update their skills due to sudden changes in the external environment. The curriculum needs ICT component not only as a tool for communication, but also as a tool for teaching and learning and in carrying out of researches.

The rapid advancement in Information and Communication Technologies is offering new potentials for producing and distributing knowledge. These technologies are fundamentally altered how we live and work as well as how we learn and have transformed into a global community. This is in line with the view of Information and Communication Technology as a revolution, which has penetrated almost all fields of human activities, thus, transforming our economic and social life. The changes cover the three major domains of blooms taxonomy of education, which comprises cognitive, affective and psychomotor abilities. Teaching influences the cognitive ability by increasing in storing useful information and understanding of basic concept, principles and operation taught in a particular subject. In affective domain, teaching provides a change in the possession of desirable attitudes and ideals.

Globally, the nature of teaching and learning is changing rapidly due to increase interaction from more accessible global telecommunication networks driven by the content of the internet. With the increasing capacity of information and communication technology, there is a rise in new learning opportunities beyond the traditional "Book-teacher's model (Ezegbe, et al.(2012). The shift from the teacher centered to student learning via the internet means teachers and students at all level need to embrace information and communication technology. Information and communication technology is generally accepted as a model instrumental tool that enables the business educator to modify the teaching and learning methods use in order to increase the student's interest. With the emergence of Information and Communication Technology on the effectiveness of Business Education Teacher, teaching and learning has changed from traditional chalkboard to electronic learning requiring such skills as internet browsing, Microsoft Word, Power

Point, Microsoft Excel and Teleconferencing gadgets from teachers and students. Nwosu (2003) specifies the benefits of ICT skills to business education students to cover development of multiple sensory delivery, increased self-expression, active and cooperative learning. A graduate of business education from various colleges of education are supposed to be at the fore front of applying ICT skills in their daily contact which is geared towards preparing them for the place of work and also the classroom. All these therefore form the premise upon which the study is based.

It has been discovered over the years that teachers generally have not been so effective when it comes to using ICT equipment to teach their student. Despite the incorporation of ICT into the curriculum of business education course in Ijebu North Secondary School in Ogun State, Nigeria, the performance of Ijebu North Secondary School students has not changed, owing to the fact that most teachers prefer to use the traditional method of teaching and learning business education such as chalk board, outdated equipment for teaching skills acquisition courses such as typewriter.. It was also discovered that many teachers lacked the knowledge and skills to use computers and were unenthusiastic about the changes and integration of supplementary learning associated with bringing computers into their teaching practices. This is why such a teacher prefers to stick to the traditional method of teaching. Also, limited time has been a barrier to teachers' use of ICT in their teaching. Therefore, this work sought to see the effectiveness of information communication technology on teaching and learning business education in Ijebu north secondary schools, Ogun State, Nigeria.

Objectives of the Study

The main objective of this paper was to determine the level to which Information and Communication Technology contribute to the effectiveness of teaching of business education courses in Ijebu North Secondary School, Nigeria. The specific objectives are to:

- i. establish the extent to which business education teachers are skilled in the operation of ICT facilities in teaching

- business education courses in Ijebu North Secondary School, Ogun State, Nigeria.
- ii. identify the extent of availability of ICT facilities for teaching business education courses in Ijebu North Secondary School, Ogun State, Nigeria.
- iii. determine the extent of utilization of ICT facilities provided for teaching business education courses in Ijebu North Secondary School, Ogun State, Nigeria.

Research Questions

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

- i. Are business education teachers skilled in the use of Information and Communication Technology facilities in teaching business education related courses in Ijebu North Secondary School, Ogun State, Nigeria?
- ii. Are ICT facilities available for teaching business education related courses in Ijebu North Secondary School, Ogun State, Nigeria?
- iii. To what extent are ICT facilities utilized for teaching business education related courses in Ijebu North Secondary School, Ogun State, Nigeria?

Methods

The study adopted descriptive research design. This was because the study aimed at exploring opinion of a given population on existing practices and conditions. The population of this study consisted four hundred (400) Business Education teachers and students in some selected schools in Ijebu North, Ogun State, Nigeria. The sample size for this study consisted of four hundred (400) Business Education Teachers and Students. Stratified random sampling techniques was used to select one hundred (100) teachers and students in each secondary school to make a total of 400 respondents. The major instrument used in this study was a self - structured questionnaire which was used to collect data for this study. Data collected were analysed using Descriptive Statistics (Mean

and Standard Deviation) and Regression analysis at 0.05 level of significance.

Results

Research Question One

Are business education teachers skilled in the use of information and communication Technology?

Table 1: ICT Skills of Teachers

ICT skills	Frequency	Percentage (%)
High	4	36
Low	11	64
Total	15	100

(Benchmark Mean= 14.73)

Table 1 analysis of teachers' opinion on the skills they possess on the use of ICT facilities in teaching business education related courses. Using benchmark mean of 14.73 (as obtained from the instrument), teacher with scores below the mean are considered to have low skills in the use of ICT for teaching business education related courses while teachers with the mean score and above are considered to possess high skills. Thus, the table shows that only 4 (36%) possess high skills while 11 (64%) possess low skills in the use of ICT. This implies further that majority (64%) of Business education teachers possess low skills in the use of ICT for teaching business education related courses in Ijebu North secondary schools

Research Question Two (a)

Are ICT facilities available for teaching business education related courses in Ijebu North secondary schools (Teachers)?

Table 2a: Analysis of availability of ICT facilities for teaching business education related courses

ICT skills	Frequency	Percentage (%)
High	6	40
Low	9	60
Total	15	100

Table 2a shows the analysis of teachers' opinion on the availability of ICT facilities for teaching business education related courses. Using benchmark mean of 14.60 (as obtained from the instrument), teacher with scores below the mean are considered to have rated low availability of ICT facilities for teaching business education related courses while teachers with the mean score and above are considered to have rated high availability of ICT facilities. Thus Table 4.3 show that 6 (40%) of the teachers sampled rated high availability of ICT facilities while 9 (60%) rated availability of ICT facilities low in the teaching of Business education related courses. This implies that majority (60%) of Business education teacher's rated low availability of ICT facilities for teaching business education related courses in Ijebu North secondary schools.

Research Question Two (b)

Are ICT facilities available for teaching business education related courses in Ijebu North secondary schools? (Students)

Table 2b: Analysis of availability of ICT facilities for teaching business education related courses

ICT skills	Frequency	Percentage (%)
High	78	25
Low	307	75
Total	385	100

(12.40)

Table 2b shows analysis of students' opinion on the availability of ICT facilities for teaching business education related courses. Using benchmark mean of 12.40 (as obtained from the instrument completed by students), students with scores below the mean are considered to have rated low availability of ICT facilities for teaching business education related courses while students with the mean score and above are considered to have rated high availability of ICT facilities. Thus Table 4.4 show that 78 (25%) of the students sampled rated high availability of ICT facilities while 307 (75%) rated availability of ICT facilities low in the teaching of Business education related courses. This implies that majority (75%) of Business education students rated low availability of ICT facilities for teaching business education related courses in Ijebu North secondary schools.

Research Question Three (a)

To what extent are ICT facilities utilized for teaching business education related courses in Ijebu North secondary schools? (Teachers)

Table 3a: Analysis of utilization of ICT facilities for teaching business education related courses

S/N	Items	SA	A	D	SD	Means	Std	Remarks
1	Local Area network	5	4	2	3	2.50	1.31	High
2	Wide Area Network	4	4	2	5	2.46	1.02	Low
3	Intranet	2	2	6	5	2.06	.190	Low
4	Extranet	2	2	8	3	1.52	2.32	Low
5	E-journals	2	3	2	8	1.93	3.12	Low
6	Video tape	2	1	5	7	1.86	3.06	Low
	Total	7	16	25	31	2.05	1.836	Low

(Criterion Mean 2.5)

Table 3a shows analysis of extent of ICT facilities utilization. The criterion mean of 2.5 is used to classify extent of utilization into high and low. (as obtained from the instrument), items with scores below the criterion mean are considered to low utilization of

ICT facilities for teaching Business education related courses while items on the criterion mean and above are considered as high utilization ICT facilities. Thus Table 4.4 show that only item one (Mean=2.50, 1.31) recorded high extent of utilization of ICT facilities while other items recoded low utilization of ICT facilities. The grand mean of 2.05 which is below the criterion mean (2.5) shows that there is low extent of utilization in the use ICT facilities for teaching business education related courses in Ijebu North secondary schools.

Research Question Three (b)

To what extent are ICT facilities utilized for teaching business education related courses in Ijebu North secondary schools? (Students)

Table 3b: Analysis of utilization of ICT facilities for teaching business education related courses

S/N	Items	SA	A	D	SD	Means	Std	Remarks
1	Local Area network	45	67	70	201	1.87	.876	Low
2	Wide Area Network	72	49	55	209	1.95	1.02	Low
3	Intranet	13	54	120	198	1.69	.124	Low
4	Extranet	60	73	124	132	1.52	1.06	Low
5	E-journals	52	70	139	124	2.17	1.98	Low
6	Video tape	62	98	89	136	2.22	1.76	Low
	Total	304	411	597	1000	1.90	1.136	Low

(Criterion Mean 2.5)

Table 3bs shows analysis of extent of ICT facilities utilization. The criterion mean of 2.5 is used to classify extent of utilization into high and low. (as obtained from the instrument), items with scores below the criterion mean are considered to low utilization of ICT facilities for teaching Business education related courses while items on the criterion mean and above are considered as high utilization ICT facilities. Thus Table 4.5 shows that all the items recorded low extent of utilization of ICT facilities. The grand mean of 1.90 which is below the criterion mean (2.5) shows that there is

low extent of utilization in the use ICT facilities for teaching business education related courses in Ijebu North secondary schools.

Discussions

The result of the analysis of research question one indicates that Business education teachers are not skilled in the use of ICT facilities in teaching business education courses in Ijebu North Secondary Schools, Ogun State, Nigeria. This finding is partly in disagreement with the view of Okon (2017) that the era where schooling, and of course learning was basically to train graduates for workforce is already being interrupted with the emergence of an era where training in school should not only prepare. The result of the analysis of research question two indicates that Business education teacher's rated low availability of ICT facilities for teaching business education related courses in Ijebu North secondary schools. The result was partially in disagreement with the view of Oluwalola *et al.* (2019) who affirmed that, the widespread availability of the ICT has precipitated a vast changed in education and especially in the delivery of instruction. The results of the analysis of research question three revealed that ICT facilities are not utilized in teaching business education courses in Ijebu North Secondary Schools, Ogun State, Nigeria. This is in contrary to the view of Ezenwafor *et al.* (2018) who asserted that utilization of ICT resources in business education and other fields of study is a good development with enormous potentials for quality in higher institution in general. Also Okolocha *et al.* (2015) found that resources utilization has high influence on teaching and also serves as a pivot of transforming our resources for business education, which could result in much awaited technological changes in the nation at all levels of educational system. But, the finding was against Oluwadare, *et al.* (2019) who stated communication technologies may be available but not well-utilized by educators to aid teaching and learning in the institutions due to lack of knowledge and ICT skills and other factors that inhibit availability and utilization of ICT facilities.

Conclusion

Based on the findings of this study, the researchers concluded that business education students will not be able to acquire ICT skills that will give them competitive advantage in the world of work since business education teachers are not skilled in using relevant ICT facilities in teaching business education courses in Ijebu North Secondary Schools, Ogun State, Nigeria.

Recommendations

Based on the findings of this study, the recommendations were made among others that: business education teachers should engage themselves in continuous training in ICT facilities, secondary schools should fully equip business education department with ICT facilities, adequate use and management of facilities should be ensured by the heads of school as well as teachers, government should provide adequate fund for business education programme to enable it procure necessary relevant ICT facilities, business students should have easy access to ICT facilities without paying for additional cost, business education teachers should endeavour to employ ICT in the teaching and learning process, effort should be made to enhance the knowledge of Business education teachers through various seminars, workshops, in-service training on ICT program and business education teachers should master the use of ICT in order to appreciate this modern approach of teaching.

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