



Utilization of Computer Applications for Teaching Business Education in Rivers State Universities

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ABSTRACT

The study examined the utilization of computer applications in teaching Business Education in Rivers State universities. The research adopted a descriptive survey design. Two research questions and two hypotheses were posed to guide the study. The population for the study was all 71 Business Education lecturers in the two Rivers State universities, namely; Rivers State University, Port Harcourt (RSU) and Ignatius Ajuru University of Education (IAUOE). No sampling technique was used since the population was manageable. The Instrument used for data collection was a structured questionnaire titled “Utilization of Computer Applications in Business Education Questionnaire” (UCABEQ). The reliability of the research instrument was obtained using Cronbach alpha method and a reliability coefficient of .75 was established. The instrument was validated by three experts from the Department of Business Education and Measurement and Evaluation, all of Faculty of Technical and Science Education, Rivers State University. 41 copies of the questionnaire only, were retrieved and analyzed using mean for the research questions and t-test for the hypothesis at .05 level of significance. The results obtained indicated that the utilization of Computer Applications in teaching Business Education in Rivers State universities is very low. Thus, the study recommended that Business Education programme managers should insist on the use of ICT for teaching Business Education and that government and relevant stakeholders should endeavour to make ICT facilities available.

Keywords: Computer Application, Teaching, Business Education, Information and Communication Technology

INTRODUCTION

In this era of Information and Communication Technology (ICT), there is need for more diversified approach to teaching and learning. The knowledge of computer application software's such as spreadsheet, excel, computer-aided design, and database are important skills in institutional administration (Ohakwe and Okwuanaso, 2006). According to Ubulom, Enyiket and Onukwe (2011), the emergence of Information and Communication Technology has totally re-revolutionalized the way we access, process, store, retrieve and disseminate information within organizations or across the globe. Information and Communication Technology (ICT) encompasses a combination of technologies for collecting, storing, processing, communicating and delivering of information related to teaching and learning processes (Johnson, 2007). It improves the method of information delivery and makes learning very exciting. The application of computers to the process of teaching and learning have been diversified and they cover such areas as providing drill and practice exercises; using computers to visualize complex objects and process and to facilitate communication between teachers and learners (Arnold, 2006 as cited in Baba, 2007, p. 4). Accordingly, Ololube, Ubogu and Ossai (2007), opined that ICT usage, integration and diffusion has initiated a new age in educational methodologies, thus it has radically changed traditional

method of information delivery and usage patterns in the domain as well as offering contemporary learning experience for both instructors and students. Interestingly, universities all over the world are rapidly incorporating information and communication technology (ICT) into all facets of teaching, research and management (Akpan, 2014). Thus, the Business Education lecturer should not be left behind in the use of ICT.

Business education is the education that creates avenue for acquisition and development of skills and competencies, attitudes and attributes by learners for efficiency of the economic system (Aliyu, 2006). According to Bupo (2015), Business Education is a program geared towards the acquisition of knowledge and skills needed in the workplace. Ubulom and Dambo (2016) asserted that Business education is a collaborative programme in which educational and industrial sectors of any economy form partnership thereby preparing the individual to adequately fit into both industry and classroom as a professional. They argued further that it is an aspect of the educational programme designed to provide an individual with the needed business and vocational attitudes, understanding, knowledge and skills. Ikpe (2013) outlined the objectives of business education to include:

1. Equipping the business student with the capacity to solve practical problems.
2. Give the business students the capacity to communicate effectively both verbally and in writing.
3. Provide the business students with a detailed knowledge of the intricate performance of a complex economic system.
4. Afford him/her through understanding of the functional arrears of business.

Business Education can therefore be viewed as a programme that instils in the learner, skills and aptitude that is required to succeed in the world of business. Thus, it is required that learners be given the best of knowledge in terms of theories and practical's in the Business Education programme. Teaching and learning of Business Education should encompass utilization of modern technological facilities, since one vital need in the present business environment is the ability to use computer applications for different purposes (Edeh, 2017). Computer applications, such as Microsoft office packages as well as other social media apps that boost communication and are trendy should be introduced into teaching Business Education since they are fully in use in the business world and also operational in other aspects of the society. However, this seem not to be obtainable as Gbenga (2006) asserted that many institutions, in Nigeria do not have computers and have no access to the internet, which is an important requirement for supporting networking for learners and teachers as well as higher institutions. Accordingly, Nwaosa and Okolocha (2014) and Okolocha and Nwadiani (2015) revealed distinctly in their various studies that Business educators rarely utilize e-learning technologies such as; hard ware, Software and internet technologies in teaching business education courses in tertiary institutions. Wokocho, Wolugbom, Appah and Olorunfummi (2016) revealed that the delivery method in Business Education is still traditional with very minimal application of ICT in teaching and that many lecturers of Business Education are yet to fully employ ICT for teaching even when their competencies in ICT is not in doubt. Hence, the researcher examined the extent of utilization of computer applications in teaching Business Education in Rivers State Universities.

Statement of Problem

The use of computer applications in teaching, has no doubt contributed immensely to the delivery of knowledge. It has made the teaching and learning process more exciting and easy to understand approach of learning encouraged. Information and Communication Technology has greatly affected the way and manner we do things and its impact on our daily lives cannot be over emphasized. It is therefore sad to note that teaching at higher level of education and business education in particular is still dependent on traditional practices and materials as revealed by Wokocho *et al.* (2016) and that Information and Communication Technology facilities are either not available or rarely utilized (Gbenga, 2006; Nwaosa & Okolocha, 2014); Okolocha & Nwadiani, 2015). Thus, the researcher examined the utilization of computer applications in teaching Business Education in Rivers State universities.

Purpose of the Study

The purpose of this study was to examine the utilization of computer applications in teaching Business Education in Rivers State universities.

Specifically the study sought to:

1. Determine whether Microsoft Office Applications are used for teaching Business Education in Rivers State universities.
2. Determine whether Computer Communication Applications are used in teaching Business Education in Rivers State universities.

Research Questions

The following research questions were answered:

1. To what extent are Microsoft Office Applications used in teaching Business Education in Rivers State universities?
2. To what extent are Computer Communication Applications used in teaching Business Education in Rivers State universities?

Hypotheses

The following null hypotheses were tested:

1. There is no significant difference in the mean ratings of the respondent institutions on extent to which Microsoft Office Applications are used in teaching Business Education in Rivers State universities.
2. There is no significant difference in the mean ratings of the respondent institutions on extent to which Computer Communication Applications are used in teaching Business Education in Rivers State universities.

METHODOLOGY

The descriptive survey research design was used in conducting this study. The population for the study was all 71 Business Education lecturers drawn from the Rivers State University and Ignatius Ajuru University of Education all located in Rivers State, Nigeria. No sampling technique was used for the study, since the population was manageable.

Table 1: Population Distribution

S/N	Institutions	Total No. of Bus. Edu. Lecturers
1.	RSU	11
2.	IAUOE	60
GRAND TOTAL		71

Source: *Departmental offices, 2017.*

The instrument used for data collection was a structured questionnaire titled “Utilization of Computer Applications in Business Education Questionnaire” (UCABEQ). The instrument provided response to the two research questions with 15 items; Item 1-8 answering research question one and item 9-15 answering research question two in a 4-point rating scale weighted as “Very High Extent” (VHE) – 4 points, “High Extent” (HE) – 3 points, “Low Extent” (LE) – 2 points and “Very Low Extent” (VLE) – 1 point. To establish the validity of the instrument, the questionnaire was subjected to face and content validity by two experts from the Department of Business Education and one from Measurement and Evaluation, all of Faculty of Technical and Science Education in Rivers State University. To ensure the consistency of the instrument, the Cronbach alpha method was used to establish a reliability coefficient of .75. 41 copies of the questionnaire only, were retrieved and used for the study. The data analysis was done using the mean to analyze the research questions while t-test was used to test the hypothesis. The mean was obtained by the summation of all responses as assigned to a rating scale in an item divided by the total number of

responses: $4+3+2+1/4 = 2.50$. The mean score of 2.50 and above was accepted, while those below 2.50 were rejected.

RESULTS

Research Question 1

To what extent are Microsoft Office Applications used in teaching Business Education in Rivers State universities?

Table 2: Mean Rating on Extent to which Microsoft Office Applications are used in teaching Business Education in Rivers State Universities

S/N	Statements	RSU (11)		IAUOE (30)		Total Response	Mean	Std. Dev.	Remarks
		\bar{X}	STD	\bar{X}	STD				
1.	I use Microsoft Word in teaching business education.	2.55	1.16	2.50	0.99	104	2.53	1.08	HE
2.	I use Microsoft Power point in teaching business education.	2.82	1.11	2.73	0.96	114	2.78	1.04	HE
3.	I use Microsoft Excel in teaching business education.	2.55	0.99	2.53	1.02	104	2.54	1.01	HE
4.	I use Microsoft Clip Organizer in teaching business education.	1.50	0.91	1.49	0.86	62	1.50	0.89	VLE
5.	I use Microsoft Picture Manager in teaching business education.	1.45	0.86	1.42	0.82	59	1.44	0.84	VLE
6.	I use Microsoft Share Point in teaching business education.	1.59	0.94	1.57	1.00	65	1.58	0.97	VLE
7.	I use Microsoft Access in teaching business education.	1.53	0.91	1.48	0.92	62	1.51	0.92	VLE
8.	I use Microsoft Outlook in teaching business education.	1.43	0.81	1.46	0.86	59	1.45	0.84	VLE
Total Mean/SD		15.42	7.69	15.18	7.43		15.33	7.59	
Grand Mean/SD		1.93	0.96	1.90	0.93		1.92	0.95	VLE

Source: Survey Data, 2017

The data presented in table 2 shows that the responses of the respondents was high for items number 1-3 with various mean scores of 2.53, 2.78 and 2.54 which indicates that Microsoft Word, PowerPoint and Excel are highly utilized in teaching Business Education. Also items 4 – 8 had the various mean scores of 1.50, 1.44, 1.58, 1.51 and 1.45 which implies a low extent of utilization of Microsoft Clip Organizer, Picture Manager, Share Point, Access and Outlook in teaching Business Education. However, the grand mean of 1.92 and a grand standard deviation of 0.95 indicated that there is a low extent of utilization of Microsoft Office Applications in teaching Business Education in Rivers State universities.

Research Question 2: *To what extent are Computer Communication Applications used in teaching Business Education in Rivers State universities?*

Table 3: Mean Rating on Extent to which Computer Communication Applications are used in teaching Business Education in Rivers State Universities

S/N	Statements	RSU (11)		IAUOE (30)		Total Response	Mean	Std. Dev.	Remarks
		\bar{X}	STD	\bar{X}	STD				
9.	I use electronic mailing system in teaching business education.	1.50	0.91	1.49	0.86	62	1.50	0.89	VLE
10.	I use Facebook apps in teaching business education.	1.45	0.86	1.42	0.82	59	1.44	0.84	VLE
11.	I use WhatsApp t in teaching business education.	1.59	0.94	1.57	1.00	65	1.58	0.97	VLE
12.	I use Instargram in teaching business education.	1.53	0.91	1.48	0.92	62	1.51	0.92	VLE
13.	I use YouTube in teaching business education.	1.43	0.81	1.46	0.86	59	1.45	0.84	VLE
14.	I use Twitter in teaching business education.	1.50	0.91	1.48	0.92	61	1.49	0.92	VLE
15.	I use WeChat in teaching business education.	1.43	0.81	1.42	0.82	59	1.43	0.82	VLE
	Total Mean/SD	10.43	6.15	10.32	6.20		10.40	6.20	
	Grand Mean/SD	1.49	0.88	1.47	0.89		1.49	0.89	VLE

Source: Survey Data, 2017

The data presented in table 3 shows that the responses of the respondents was very low for all the items number 9 - 15 with various mean scores of 1.50, 1.44, 1.58, 1.51, 1.45, 1.49 and 1.43 which indicates that Computer Communication Applications such as Electronic Mailing System, Facebook, WhatsApp, Instargram, YouTube, Twitter and WeChat are poorly utilized in teaching Business Education. Also, the grand mean of 1.49 and a grand standard deviation of 0.89 indicated that there is a low extent of utilization of Computer Communication Applications in teaching Business Education in Rivers State universities.

Hypothesis 1

There is no significant difference in the mean ratings of the respondent institutions on extent to which Microsoft Office Applications are used in teaching Business Education in Rivers State universities.

Table 4: T-test result of the difference in mean rating of respondents on extent to which Microsoft Office Applications are used in teaching Business Education in Rivers State universities

Group	N	Mean	SD	Df	L/significance	t-cal	t-tab	Remark
RSU	11	1.96	0.93					
				39	.05	0.18	1.68	Accepted
IAUOE	30	1.90	0.93					

Source: Survey Data, 2017.

The data in table 4 shows that at 5% level of significance with 39 degree of freedom, the calculated t value of 0.18 is less than the table value of 1.68. Hence, the null hypothesis is accepted, meaning that there is no significant difference in the mean ratings of the respondent institutions on extent to which Microsoft Office Applications are used in teaching Business Education in Rivers State universities.

Hypothesis 2

There is no significant difference in the mean ratings of the respondent institutions on extent to which Computer Communication Applications are used in teaching Business Education in Rivers State universities.

Table 5: t-test result of the difference in mean rating of respondents on extent to which Computer Communication Applications are used in teaching Business Education in Rivers State universities

Group	N	Mean	SD	Df	L/significance	t-cal	t-tab	Remark
RSU	11	1.49	0.88					
				39	.05	0.06	1.68	Accepted
IAUOE	30	1.47	0.89					

Source: Survey Data, 2017.

The data in table 5 shows that at 5% level of significance with 39 degree of freedom, the calculated t value of 0.06 is less than the table value of 1.68. Hence, the null hypothesis is accepted, meaning that there is no significant difference in the mean ratings of the respondent institutions on extent to which Computer Communication Applications are used in teaching Business Education in Rivers State universities.

DISCUSSION OF FINDINGS

One of the findings of this study was that Microsoft Office Applications are poorly used in teaching business education in both institutions studied. Apart from the fact that Microsoft Word, Excel and PowerPoint are highly utilized, the study revealed that other applications such as Clip Organizer, Picture Manager, Share Point, Access and Outlook are poorly used in teaching Business Education, as responded by the respondents in table 2. This finding aligns with that of Nwaosa and Okolocha (2014) and Okolocha and Nwadiani (2015) who found out that Business educators rarely utilize e-learning

technologies such as; hard ware, software and internet technologies in teaching business education courses in tertiary institutions. The finding also agrees with Wokocho *et al.* (2016) who argued that the delivery method in Business Education is still traditional with very minimal application of ICT in teaching. This is not surprising because the poor utilization of computer applications in teaching business education could be as a result of the challenges faced as outlined by Wokocho *et al.* (2016) which includes poor funding, poor electricity supply, poor equipped ICT centres etc. The study also revealed that Computer Communication Applications are poorly used in teaching business education in both institutions studied. Popularly used Computer Communication Applications such as Electronic Mailing System, Facebook, WhatsApp, Instagram, YouTube, Twitter and WeChat are poorly utilized in teaching Business Education. This result is in agreement with Gbenga (2006) who asserted that many institutions, in Nigeria do not have computers and have no access to the internet, which is an important requirement for supporting networking for learners and teachers as well as higher institutions. Also, the findings agreed with Wokocho *et al.*, (2016) who maintained that the delivery method in Business Education is still traditional with very minimal application of ICT in teaching.

CONCLUSION

The study revealed that computer applications which are components of Information and Communication Technology (ICT) are very important to the teaching and learning process. However, it is yet to be fully utilized in teaching Business Education as the traditional method of teaching is still been adopted.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made;

1. Business Education programme managers should insist in the application of Information and Communication Technology and practical steps should be taking to encourage its usage in teaching the students for them to gain the requisite knowledge of operating these packages/applications in the world of business.
2. Government and other stakeholders should endeavour to make available the necessary ICT facilities (software, hardware and internet); this will automatically encourage its utilization in teaching Business Education.

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