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USE OF ICT IN TEACHING IN THE SCHOOL OF BUSINESS EDUCATION, FEDERAL COLLEGE OF EDUCATION (TECHNICAL), UMUNZE

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Abstract

The study evaluated the use of information and communication technology (ICT) in teaching in the School of Business Education at Federal College of Education (Technical), Umunze. The study was guided by four research questions. A descriptive survey design was adopted in the study. The population of the study comprised 66 lecturers in the School of Business Education of the College. A census was conducted in view of the population size. A structured questionnaire was constructed, validated by experts and used to collect data from respondents. Valid data collected from 55 respondents were used in analysis. Mean was used in data analysis. The findings were that teachers used the ICT for instructional planning in the School of Business Education to a high extent; teachers used the ICT for instructional delivery in the School of Business Education to a low extent; teachers used the ICT for active students' engagement in learning experiences in the School of Business Education to a low extent; and teachers used the ICT for assessment of learning outcome in the School of Business Education to a low extent. Based on the findings of the study, it was recommended among others that, policy on ICT integration in school should be reviewed and fully implemented; non-governmental agencies and wealthy Nigerians should participate in the provision of ICT devices in schools; and qualified personnel should be recruited to enhance effective utilization of ICT in schools.
Key Words: Business Education, ICT, Teaching

Introduction

Information and Communication Technologies (ICTs) have become common in all aspects of life. Across the past twenty years, the use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavour within business and governance. Since the knowledge of ICT has become a prerequisite for active participation in the world of work, it has become an integral part of education both as a means of learning effectiveness as well as a subject to be learned (Onyeme, 2019).

The use of ICT in education lends itself to more student-centred learning settings. According to UNESCO (2012) information and communication technology (ICT) may be regarded as the combination of 'Informatics technology' with other related technology, specifically communication technology. The term information and communication technology (ICT) encompasses the advanced technologies for information processing and communication (see website for Wikipedia ICT) designed to encourage information and communication processes. ICT for teaching facilitates the creation of multimedia content, collaborative environments and e-

learning scenarios. The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning, and research (Yusuf, 2015). A great deal of research has proven the benefits of ICT to the quality of education (Al-Ansari, 2016). ICTs have the potential to innovate, accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Davis & Tearle, 2019; Yusuf, 2015). As Jhurree (2015) stated, much has been said and reported about the impact of ICT in education.

The Federal Government of Nigeria fully appreciates the role of ICT in education and national development; consequently, it has put in place (in the year 2001), a policy document entitled the National Policy for information Technology. The policy clearly spelt out the ICT vision, mission and policies for Nigeria. Also, Federal Republic of Nigeria, National Policy on Education (2013) acknowledges the importance of using ICT in improving knowledge and thus states in the national policy that government shall provide necessary infrastructure and training for the integration of ICT in advancing knowledge and skill in the modern world (FRN, 2013). In furtherance of this policy, an ICT teacher competency framework was developed to enable teachers understand what is expected of them in the use of ICT to enhance learning (FRN, 2016). It is assumed that if government policy has been implemented; teachers in the school system must have acquired ICT skills which will help them for effective instructional delivery. No wonder Iwiyi (2017) pointed out that computer acquisition and use is an important aspect of the teaching and learning process. If a teacher is to function effectively, and meet the challenges of the 21st century, the teacher education process must make adequate provision of individualized ICT training for would be teachers, for a better output.

The application and integration of ICT in teaching and learning is most important in vocational areas like Business Education where student-centred teaching is highly advocated. Udo and Bako (2014) define Business Education as that education that provides skills, knowledge, competencies and attitudes necessary for effective employment in specific business occupations. According Udo (2018) Business Education is a comprehensive activity-based educational programme that is concerned with the acquisition of practical skills, understandings, attitudes, work habits and competencies that are requisite to success in a chosen business occupation while skill is defined by Ekpenyong (2018) as the ability to use one's knowledge effectively and readily in execution of performance; technical expertness, a power or habit of doing any particular thing competently. He opined that this definition is stressing that a skill is based on using knowledge expertly; the objective of which is to bring that knowledge to maximum level of competency. Hence maximum skills acquisition involves the ability to perform any given tasks with ease, competently and expertly without much stress and sweat. The teaching of Business Education, as a practically oriented and skills based programme, therefore, requires the use of ICT in order to improve students' learning outcome in the programme.

Unfortunately, poor utilization of ICT in teaching has been reported in several studies. Akuegwu, Ntukidem, Ntukidem and Jaja (2011) studied the level of utilization of ICT for instructional delivery in the universities and found that lecturers' utilization of ICT facilities was significantly low. Similarly, Tella (2013) found lack of expertise in using ICT as being the prominent factor

hindering teachers' readiness and confidence of using ICTs during lessons in secondary schools. It is not known, however, the extent to which teachers use ICT in teaching Business Education. Thus, evaluation of the use of ICT in teaching Business Education becomes imperative. Evaluation means a systematic process by which information or data are collected, collated and analyzed in an effort to judge and assess all the component parts of a programme with a view to determining their degree of acceptability, merit, appropriateness, goodness, attainability, desirability or otherwise (Madu, 2016). Evaluation enables one to understand the true state of a programme for the purpose of improvement. The study therefore is poised to evaluate the use of ICT in teaching in the School of Business Education at Federal College of Education (Technical), Umunze.

Statement of the Problem

Despite the importance of ICT for teachers in improving teaching, it appears that Business Education teachers have not been making optimal use of these technologies in teaching. Some Business Education teachers do not have fundamental knowledge of ICT skills. This invariably undermines the likelihood of employing the ICT in teaching. Moreover, there is dearth of ICT facilities in most institutions- for the training of students. Access to affordable and reliable internet connectivity is only available in a few institutions, facilities and offices. Even then, power fluctuations have considerably reduced the reliability of the access and inadequate bandwidth also makes access to internet difficult.

Accessibility is a very important determinant of ICT utilization. Teachers need unhindered access to ICT as well as the requisite knowledge and skills to integrate ICT in teaching. Where these are not in place, it undermines the use of ICT for the teaching of Business Education. Based on the foregoing, the study sought to evaluate the use of ICT in teaching in the school of Business Education at Federal College of Education (Technical), Umunze.

Purpose of the Study

The general purpose of the study is to evaluate the use of ICT in teaching Business Education.

1. instructional planning;
2. instructional delivery;
3. assessment of learning outcome.

Research Questions

The following research questions are posed in the study:

1. To what extent do teachers use ICT in instructional planning?
2. To what extent do teachers use ICT in instructional delivery?
3. To what extent do teachers use ICT in assessment of learning outcome?

Methodology

The study adopted a descriptive survey design. The study was conducted in Anambra State, in the South East of Nigeria. The population of the study comprised 66 Business education teachers in 2018/2019 session in the School of Business Education (SBE), Federal College of Education (Technical), Umunze, Anambra State. The questionnaire titled 'Teacher ICT Use Survey' (TIUS)

was the instrument used for data collection. The instrument was administered by hand by researcher. Data obtained from field study were analysed using the mean.

Results

Table 1: Extent of Use of ICT in Instructional Planning (N=55)

S/N	Items	VH	H	L	VL	$\overline{X}$	Remark
1	Teachers use the internet to source information to enrich their lesson note.	48	7	-	-	3.87	VH
2	Teachers browse/search the internet to collect resources to be used during lessons.	39	12	4	-	3.64	VH
3	Teachers use applications to prepare presentations for lessons.	11	4	9	31	1.91	L
4	Teachers create their own digital learning materials for students.	4	3	17	31	1.64	L
5	Teachers prepare exercises and tasks for students through the internet.	6	12	13	24	2.00	L
6	Teachers download/upload/browse material from a learning platform.	32	12	6	5	3.29	H
7	Teachers make use of coral-draw in developing, design and drawing as well as printing materials.	18	11	12	14	2.60	H
8	Teachers use storage devices to store relevant information obtained from internet.	51	4	-	-	3.93	VH
9	Teachers use cassette to record relevant materials from radio.	2	5	21	27	1.67	L
	Cluster Mean					**2.73**	**H**

Table 1 shows the mean ratings of respondents on the extent to which teachers use the ICT in instructional planning in the School of Business Education. Out of the nine items rated, teachers use three to a very high extent; two to a high extent; and four to a low extent. The cluster mean of 2.73, however indicates that teachers use the ICT for instructional planning to a high extent.

Table 2: Extent of Use of ICT in Instructional Delivery (N=55)

S/N	Items	VH	H	L	VL	$\overline{X}$	Remark
10	Teachers use variety of ICT media to communicate clearly to students.	12	8	15	20	2.22	L
11	Teachers make use of ICT to support learning of students.	11	4	12	28	1.96	L
12	Teachers usually connect video and devices with computer to present information for large screen display for students.	6	7	32	10	2.16	L
13	Teachers incorporate the use of ICT for teaching where appropriate.	22	12	9	12	2.80	H
14	Teachers use ICT to address differences in students' learning and performance.	4	7	19	25	1.82	L
15	Teachers record lessons on CD-ROM for students' use at their convenient time.	15	8	17	15	2.42	L
16	Teachers communicate online with students.	2	4	7	42	1.38	L
	Cluster Mean					**2.11**	**L**

Table 2 shows the mean ratings of respondents on the extent to which teachers use the ICT in instructional delivery in the School of Business Education. Out of the seven items rated, teachers use one to a high extent. Teachers incorporate the use of ICT for teaching where appropriate. The rest of the items were rated to a low extent. The cluster mean of 2.11, however indicates that teachers use the ICT for instructional delivery to a low extent.

Table 3: Extent of Use of ICT in Assessment of Learning Outcome (N=55)

S/N	Items	VH	H	L	VL	$\overline{X}$	Remark
22	Teachers assign and send questions to students through e-mail.	7	4	19	25	1.87	L
23	Teachers analyse students' results with the aid of computer.	11	8	22	14	2.29	L

24	Teachers allow students to submit assignment online.	9	10	30	6	2.40	L
25	Teachers provide feedback to students through the e-mail.	5	7	23	20	1.95	L
26	Teachers monitor students' progress through online interactions.	-	2	3	50	1.13	VL
27	Teachers use Microsoft Excel in recording students work.	13	10	21	11	2.45	L
	Cluster Mean					**2.02**	**L**

Table 3 shows the mean ratings of respondents on the extent to which teachers use the ICT in assessment of learning outcome in the School of Business Education. Out of the six items rated, teachers use item 26 to a very low extent. The rest of the items were rated to a low extent. The cluster mean of 2.02, however indicates that teachers use the ICT for assessment of learning outcome to a low extent.

Discussion of the Findings

The study evaluated the use of ICT in teaching in the School of Business Education, Federal College of Education (Technical), Umunze. It evaluated four curriculum components of instructional planning, instructional delivery, students' active engagement and assessment of learning outcomes.

The findings of the study showed that teachers use the ICT in instructional planning to a high extent. Teachers use the internet to source information to enrich their lesson note; browse/search the internet to collect resources to be used during lessons; and use storage devices to store relevant information obtained from internet to a very high extent. Also, teachers download/upload/browse material from a learning platform; and make use of corel-draw in developing, design and drawing as well as printing materials to a high extent. Teachers, however, use applications to prepare presentations for lessons to a low extent. Other areas which teachers employ the ICT to low extent include creating their own digital learning materials for students, preparing exercises and tasks for students through the internet and using cassette to record relevant materials from radio.

The findings of the study agreed with Geoffery (2010) on the use of ICT for instructional planning. According to him, the ICT has been found useful as source of content enrichment and for enrichment of the teachers' instructional plan. The low level of teachers' use of ICT in some aspects of instructional planning could be as a result of dearth of facilities and non-supportive environment for ICT integration.

The study found that teachers use the ICT for instructional delivery to a low extent. Teachers use variety of ICT media to communicate clearly to students to a low extent. They also make use of ICT to support learning of students; connect video and devices with computer to present information for large screen display for students to a low extent. Other areas to which teachers use the ICT to a low extent include, addressing differences in students' learning and performance; to

record lessons on CD-ROM for students' use at their convenient time; and to communicate online with students. However, teachers were found to incorporate the use of ICT for teaching where appropriate to a high extent. Similar low extent in the use of the ICT for instructional delivery has been observed in Otibie and Ezenwanne (2013) who appraised the awareness and use of Information and Communications Technology by Home Economics teachers in Anambra State junior secondary schools and found that there was a low extent of teachers' awareness of the potentials of ICT in Home Economics for curriculum delivery and the teachers did not use ICT facilities in Home Economics curriculum delivery. The similarities of findings across education levels and disciplines suggest that this could be a serious problem that needs to be addressed by concerned bodies.

The study also found that teachers use the ICT for assessment of learning outcome to a low extent. Teachers assign and send questions to students through e-mail to a low extent. Other areas of assessment to which teachers were found wanting include, analysis of students' results with the aid of computer; allowing students to submit assignment online; providing feedback to students through the e-mail; and using Microsoft Excel in recording students work. Teachers also monitor students' progress through online interactions to a very low extent.

The findings on low level of assessment with the use of the ICT are inconsistent with the UNESCO (2011) provision that word processing can be used for formative assessment. The teacher composes a long, badly worded sentence which she will give all the students on their computers and ask them to see how many different improved versions they can produce within five minutes. In summary, teachers' use of ICT in teaching in school of Business Education was low and contrary to expectation in view of the fact that the ICT is fast gaining ground in education. This has implications for education of the 21st century.

Conclusion

The study evaluated the use of ICT in teaching in the School of Business Education at Federal College of Education (Technical), Umunze. Four key areas of the curriculum were considered namely, instructional planning, instructional delivery, students' engagement in learning experiences and assessment of learning outcomes. Teachers were found to use the ICT in instructional planning to a high extent, but use the ICT to a low extent in instructional delivery, engagement of students in learning experiences and assessment of learning outcome. A serious intervention is needed to improve the situation for effective ICT integration in teaching in the School of Business Education.

Recommendations

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

1. Policy on ICT integration in school should be reviewed and fully implemented.
2. Non-governmental agencies and wealthy Nigerians should participate in the provision of ICT devices in schools.
3. Qualified personnel should be recruited to enhance effective utilization of ICT in schools.

4. Teachers should be encouraged to acquire ICT basic training in order to train others and maintain ICT devices.
5. Teacher education curriculum should be reviewed to ensure not only that the would-be-teachers are taught but helped to develop the ability, competence, knowledge and skills to apply themselves to the real practical situation of ICT later in life.

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