

Relationship between Computer Competency of Business Education Lecturers and its Usage for Instructional Delivery in Colleges of Education North-Eastern, Nigeria

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ABSTRACT

The study examined the relationship between computer competency of business education lecturers and its usage for instructional delivery in colleges of education, North-eastern Nigeria. The study had three objectives, two research questions and a null hypothesis. Correlational survey design was used for the study. The researcher used the entire 143 business education lecturers in eight (8) colleges of education offering business education for the study. Four rating scale structured questionnaire titled computer competency for instructional delivery (CCID) was used for data collection. Face to face method was used for data collection. The data collected were coded and analyzed using Statistical Package of Social Sciences (SPSS). The package was used to run descriptive statistics of mean score and standard deviation for answering the three research questions while Pearson Product Moment Correlation was employed to test the null hypothesis at 0.05 significant level. The outcomes of the study showed among others that there was no significant relationship between computer competency of business education lectures and the use of power point for instructional delivery. It was therefore, concluded that lack of usage of computer for instructional delivery among business education lecturers in colleges of education in north-eastern Nigeria has hampered the skills acquisition of business education students in this technological era. It was recommended among others that business education lecturers should adopt the use of computer in teaching against the traditional method they are using.

KEYWORDS: Computer; Competency; Business Education; Relationship; Delivery

Introduction

Recent development in Nigeria indicates that technology is fast making inroads into the Nigerian. Many professions have embraced the use of computer in carrying out their day to day

activities. Notable among others include banking, law, medicine, defense etc. Educational sector in Nigeria has also embrace the use of computer in teaching and learning process. It has transformed teaching, learning and other routine activities in schools. Success in school today depends on the skills on technological usage such as computer.

Teaching and learning nowadays has gone beyond the teacher standing in front of a group of students and disseminating information to them without their participation (Ajayi & Eundayo, 2009). The current trend in vocational and technical education for teaching and learning include the use of computer and other electronics multimedia to facilitate teaching and learning process. The integration of computer in teaching is a central matter in ensuring quality of business education courses. There are two equally important reasons for integrating computer into the teaching and learning of business education. Firstly, students would become familiar with the use of computer, since all jobs in the society today depend on computer. Secondly, the teaching of business education courses using computer will improve the quality of business education graduates thereby making them more effective and efficient.

The assertions of Cheung (2012) indicated that computerized instruction improves student achievement when incorporated into traditional classroom learning. Similarly, Slavin (2014) and Darling-Hammond (2014) maintained that the use of computer in teaching and learning can also enhance teaching and increase learning. In business education, computer enhanced classroom instruction would improves the quality of graduates thereby making them more effective and efficient. Based on these, scholars such as Adamu (2010) maintained that the current trend of teaching business education in tertiary institution must include the use of modern technological instruments such as computer and other electronics multimedia to facilitate the teaching and learning process.

The successful use of computer in instructional delivery depends on computer competency of teachers. It then follows that the technical skills relating to competency, consistent use, preparation, and delivery of planned lessons involving the computer are essential on the use of computer devices in teaching. However, numbers of early studies shows that teachers hardly use computers in their teaching. Robertson et al (2006) argued that teachers' resistance to technology and their perceptions affects the use of computer in education. Recently in Nigeria, Adamu (2010) reported lack of teaching experience with ICT and lack of skills affects the use of computer among teachers. It is based on an extensive review of the literature associated with teachers' responses to computer that prompted the researcher to determine relationship between computer competency of business education lecturers and its usage for instructional delivery in colleges of education north-eastern, Nigeria

Computer and Business Education

Business education can be viewed as that aspect of education which equips students with marketable skills, knowledge and attitudes needed for initial employment and advancement in business and related occupations. It also enhances students work orientation and makes the transition from school to the world of work relatively easy. Aliyu (2006) opined that business education is education aimed at the acquisition and development of suitable skills, competencies, knowledge, attitude and values which are necessary for entrepreneurship development with emphasis on information and communication technology skills. UNESCO (2002) considered business education as an aspect of the educational process involving, in addition to general education; the study of technologies, acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

In a nutshell, business education prepares human resources for the ever changing world of work. For effective participation in the world of work, the study of technologies as reflected in the definition is of paramount significance that can be realized with adequate computer integration and utilization in business education. Practical skills can now be delivered virtually via a well organized computer set-up; gone are the days were practical skills are taught using hands-on learning only. Programmed instruction in form of software and interactive video made it easy for particular skills to be taught using computer. So also, jobs that require only hands-on experiences are now possible via computer controlled programmes (Leach, 2009).

Accordingly, Saawul (2011) observed that, the need for computer integration in business education remains a great challenge considering the impact computer makes in the world of work that needs a knowledgeable workers' skilled information technologies. By implication, the use of computer in the teaching, training, retraining and upgrading of workers is of paramount significance and an essential aspects of teaching's cultural tool kit in the twenty first century, affording new and transformative models of development.

These distinctive features of business education make computer application a mandatory component that can aid to achieve a sustainable and globally recognized workforce. Computer according to Zarini (2013) facilitate the development and strengthening of business educators around the world by enchainning networking and knowledge sharing opportunities. The implication is for business educators to further deploy and strengthen their commitment toward training and producing "computer-capable" graduates that will meet up the challenges of virtual work-place.

One of the possible means of acclimatizing business educators to develop human resources for the ever dynamic world of work is to focus its investment in the integration and utilization of computer in the curriculum implementation process (teaching and learning) (slavin, 2014).

Statement of the Problem

Rapid advancement in information technology has provided new learning methods and environments. The role of modern technology in education leads educational sector to integrate computer in education. All aspect of business education in Nigeria has at least some element of computer embeded in them; the main concern on how business education curriculum is delivered in Nigerian colleges of education in contemporary times becomes important if our educational system is to be relevant to serve the societal needs in the present technological era.

Despite all the efforts made by government, and nongovernmental organizations to ensure that the colleges have adequate computer devices, still the state of progress on the usage of computers gadgets in teaching and learning in business education programme in many colleges of education in Nigeria faces severe problems. Interaction with students revealed that most business education lecturers prepare the traditional ways of instructional delivery. Kelly (2004) and Bolaji (2007) revealed that the use of computer devices in teaching and learning in Nigeria fall below expectation. Adamu (2010) posits that one of the most fundamental problems in education reform is that teachers do not have a clear and coherent sense of reasons on the use of modern technology in teaching.

Aims of the Study

The study aims to determine the relationship between computer competency of business education lecturers and its usage for instructional delivery in the present technological era in colleges of education in the north east, Nigeria. Specifically, the study intend to:-

1. Determine the computer competency of business education lecturers for instructional delivery in colleges of education in north eastern, Nigeria.
2. Assess the competency of business education lecturers on the usage of power point for instructional delivery in colleges of education north eastern, Nigeria
3. Determine the relationship between the computer competency of business education lecturers and the usage power point for instructional delivery in colleges of education in north eastern, Nigeria.

Research Questions

The following research questions were used as a guide

1. What is the computer competency of business education lecturers for instructional delivery in colleges of education in north eastern, Nigeria?
2. What is the competency of business education lecturers on the usage of power point for instructional delivery in colleges of education in north eastern, Nigeria?

Research Hypotheses

Ho: There is no significant relationship between the computer competency of business education lecturers and their usage of power point for instructional delivery in colleges of education in north eastern, Nigeria.

Methodology

A correlational survey research design was adopted for the study. The study was carried out in north eastern-Nigeria. The population of the study consisted of all 143 lecturers in the eight colleges of education offering business education in the in the north eastern Nigeria. There was no sampling due to the manageable size of the population. The instrument used for data collection was four rating scale structured questionnaire titled computer competency for instructional delivery (CCID). The area assessed was power point and rated by using a four points rating scale of highly competent (4 points), moderately competent (3 points), fairly competent (2 points) and week competent (1 point). The instrument was validated by two experts in business education in Abubakar Tafawa Balewa University, Bauchi and Gombe state university, Gombe. The instrument was pilot tested to test its reliability. Data collected from pilot study were analyzed using Cronbach's alpha and the result obtained was 0.87.

The data collected was analyzed in two stages. In the first stage, mean score and standard deviation was employed to answer the research questions. The mean score for decision making were as follows:

Table 1: mean score for decision making

Mean score	Decision
1- 1.49	week Competent
1.5 -2.49	fairly Competent
2.5 – 3.49	Moderately Competent
3.5 – 4.0	Highly Competent

In testing of the Null hypotheses, the data generated from respondents were coded, entered and analyzed using the Statistical Package for Social Science (SPSS). The researcher used SPSS to run Pearson Product Moment Correlation to test the null hypotheses. In the analysis, if calculated value is less than table value or ($P \geq \alpha$) the null hypothesis was accepted and if the calculated value of the null hypothesis is greater than the table value or the ($P \leq \alpha$) the null hypothesis was not retained and the null hypotheses was tested at significance level of 0.05.

Findings

Research Question One

What is the computer competency of business education lecturers for instructional delivery in colleges of education in the north eastern, Nigeria?

Table 2: descriptive statistics on the computer competency of business education lecturers for instructional delivery in colleges of education north-eastern Nigeria

Responses	Total		Mean Score	Std. Dev.	Remark	Decision
	CE	NC				
6090	3424	2666	2.25	1.04	2.25<2.50	Fairly Competent

Table 2 used to answer research question one revealed the cumulative responses of 6090. Lecturers with computer competency for instructional delivery had 3424 responses with mean of 2.25. Respondents with contrary views had 2666 responses. The standard deviation of 1.04 was obtained. The mean score of 2.25 was found to be under the index score of fairly competent. It was concluded that business education lecturers in colleges of education in the study area have a fairly skills on computer usage.

Research Question Two

What is the competency of business education lecturers on the usage of power point for instructional delivery in colleges of education in north- eastern, Nigeria?

Table 3: descriptive statistics on the competency of business education lecturers on the usage of power point for instructional delivery

Responses	Total		Mean Score	Std. Dev.	Remark	Decision
	CE	NC				
6148	3224	2924	2.10	0.52	2.10<2.50	Fairly Competent

The result presented in Table 3 above revealed the cumulative responses of 6148. From the result, respondents who have competency on the use of power point for instructional delivery had 3224 responses with mean of 2.10. Respondents with divergent result had 2924 responses. The standard deviation was 0.52. The mean score of 2.10 falls under the index score of fairly Competent, hence it was concluded that business education lectures in the study area have fairly competent on the use of power point for instructional delivery.

Test of Hypotheses

The results of test of the null hypothesis is as presented in Table below

HO₁: There is no significant relationship between the computer competency of business education lecturers and the usage of power point for instructional delivery in colleges of education in north eastern, Nigeria.

Table 4: relationship between computer competency of business education lecturers and the use of power point for instructional delivery

Variables	Mean	Std. Dev	N	r-cal	r-crit	p-value
Computer competency	2.25	1.04	134	0.185	0.195	0.09
Power point instructional delivery	2.10	1.02	134			

Table 4 present the result used to determine the null hypothesis. The result revealed the mean score of 2.25 with standard deviation of 1.04 for computer competency. The used of power point for instructional delivery had mean score of 2.10 with standard deviation of 1.02. The calculated value obtained was less than the critical value ($0.185 < 0.195$), this is also applicable with the p-value of 0.09 greater the 0.05 level of significance. The result therefore shows that no significant relationship exists between the computer competency of business education lecturers and the use of power point for instructional delivery in colleges of education in north eastern, Nigeria. The null hypothesis was therefore accepted.

Discussion

The result of research question two and test of null hypothesis revealed that no significant relationship between the computer competency of business education lecturers and the usage of power point for instructional delivery in colleges of education in north eastern, Nigeria. The findings agreed with Aginam (2006) who earlier reported that the adoption and utilization of computer for instructional delivery in tertiary institutions in Nigeria is insignificant. Adamu (2010) whose study shows that even at the age of information revolution made possible by computer, most business education lecturers in colleges of education still rely on and massively adopt the orthodox instruction delivery. Akuegwu, Ntukidem and Ntukidem (2011) who observed that utilization of ICT and computer facilities for quality instructional services delivery in Nigeria is generally very low. Buttressing the point, Akuegwu, Ntukidem and Ntukidem (2011) noted the utilization of ICT and computer facilities for quality instructional services delivery such as keyboarding, word processing and power points in tertiary institutions located in Akwa Ibom and Cross River States is very low. Oluwatobi (2017) recently observed that lack of knowledge, lack of proper training on the use of ICT and lagging behind in technological advancement in higher institution of learning can result into setback on use of computer for instructional delivery.

Conclusion

The study explored the relationship between computer competency of business education lecturers and its usage for instructional delivery in colleges of education, north-eastern Nigeria. From the literature it was argued that computer is one of the strong agents for change among many educational practices in Nigeria as learning approaches using computer provide many opportunities and support for resource-based, student centered settings and by enabling learning to be related to context and to practice. However, based on the results of the study, the researcher concluded that lack of the usage of computer competency for instructional delivery among business education lecturers in colleges of education in north-eastern Nigeria has hampered the skills acquisition of business education student which by implication means that

business education students will not take the advantage of the power of technology which will in turn make them to be irrelevant in today's field of work.

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