

# Assessment of The Availability and Utilization of Information and Communication Technology Equipment for Teaching and Learning of Business Education in Ebonyi State College of Education, Ikwo, Ebonyi State, Ngeria.

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**ABSTRACT:** The study was carried out to assess the availability and utilization of Information and communication technology equipment in teaching and learning Business education in Ebonyi State College of Education, Ikwo. The study adopted descriptive survey design. The population was eighty-five made up of 14 lecturers and seventy-one students of Ebonyi State College of Education, Ikwo. All the lecturers, second year and final year students were used for the study, so no sampling was done for them. The instrument used for data collection was questionnaire titled 'Availability and Utilization of Information and Communication Equipment Questionnaire (AUICTEQ)'. The instrument was developed by the researcher and it was validated by three experts. Kuder-Richardson (K-20) formula was adopted to determine the consistency of the questionnaire items after a single administration of the instrument to 20 lecturers and students from the Department of Business education, Enugu State College of Education, Technical, Enugu. After analysis, a coefficient of 0.76 was obtained which shows that the instrument is reliable. The instrument was administered through the help of one research assistant. The instrument was distributed and collected at the spot and all were returned. The Findings from this study shows that some items of the ICT equipment for the teaching and learning of Business Education were available while some items were not available. The available ICT equipment were utilized at a very low extent by both lecturers and students. This study therefore concludes that most of the ICT equipment for teaching and learning Business education are not available and the extent of utilization is very low. There is no significant

difference in the mean responses of lecturers and students of Business education on the extent of utilization of ICT equipment in teaching and learning. The study therefore recommended amongst others that adequate ICT equipment that will promote the effective teaching and learning of Business education in Colleges of education should be provided by the government as a matter of urgency to support its continuity.

**Keyword:** Availability and utilization, Information and Communication Technology, Equipment, Teaching and Learning, Business education

## I. INTRODUCTION

The impact of Information and Communication Technology (ICT) on teaching and learning cannot be overemphasized. ICT evolution has drastically transformed education delivery. Ogunsola (2016) opined that ICT is an electronic based system of information transmission, reception, processing and retrieval, which has drastically changed the way we think, the way we live and the environment in which we live. Nwadi (2006) citing Chinwe (2016) opined that ICT is the application of electronic device such as computer, radio, television and so on, in learning. Nwadi also stated that ICT encompasses learning delivered through a range of technologies such as the internet, television, video tapes, intelligent tutoring systems and computer based learning.

Yusuf (2017) explained that a great deal of research has proven the benefit of ICT to the quality of education. Adoni and Kpangbam (2018) outlined ICT equipment to include computers, the internet, broadcasting technologies and telephone.

Information and communication technologies are supposed to be utilized during academic activities.

This evolution has spread through all the sectors of Nigerian economy including the education sector. Oliver (2011) noted that ICT has transformed the world into a global community. Oliver added that ICT has fundamentally changed the way we live and work as well as how we learn.

According to Obiora and Obi (2001) ICT covers the harnessing of electronic technology for information processing needs of business organization. A study by Bassey, Umoren, Udida and Ntukidem (2007) on Nigerian graduate students' access to e-learning technology revealed that very negligible number of graduating students have access to e-learning technology. Osuala (2009) outlined the benefits and roles of ICT in Business education to include: It provides a gateway to vast sources of information for staff and students in business education; it provides an avenue to improve Business education outreach and standard across the globe; it promotes conducive teaching and learning environment; it is a course and programme of study in Business education and it increases productivity and professional effectiveness.

According to Osuala (2004) Business Education is a programme which comprise office education and general education that provide students with needed information and competence which will help them in managing their personal business affairs and in using business services. Ikenga, Oru and Afolabi (2010) also asserted that Business Education produces manpower that has the requisite understanding, abilities and attitudes for utilizing other resources and bringing them to work together so as to yield the goods and services needed by the society and socio-economic competencies which make people more intelligent consumers of goods and services.

According to Igboke (2012), Business Education is that part of the overall educational programme that provides the knowledge, skills, understanding and attitudes needed to succeed. Umezulike, Okeke and Okoye (2016) citing Ojo and Ogunmola (2010) defined Business education as a broad comprehensive discipline whose instructional programme encompasses the acquisition of appropriate skills and competencies needed by all citizens in order to effectively manage their personal businesses and contribute to the society.

Azuka, Nwosu, Kanu and Agomuo (2006) opined that Business Education equips youths for employment or trade. They further explained that Business Education provides the youth with

important information that concern their lives as citizens and individuals. Barko and Durktur (2015) also stated that Business Education is a discipline which is taught in tertiary institutions to prepare teachers to teach in secondary, polytechnics, colleges of education and universities.

Business education is one of the programme of Colleges of Education as specified by NCCE (2012). It admits students that are expected to graduate with skills in ICT skills especially to match pace with changes already experienced globally in the way office work and business activities are carried out.

According to Hornby (2010), a student is somebody admitted in a programme to study its contents and methodologies. Azunku, Ochijenu and Arokwu (2017) stated that a lecturer is a person with relevant professional certificate in a field and is employed to teach in that field in a tertiary institution. In this study, the second year and third year students are necessary because they are the ones who study ICT related courses. Again, the opinions of lecturers are also necessary because in the Colleges of Education it is the responsibilities of lecturers to teach the students and because of that they can easily identify the availability and utilization of ICT equipment.

Nwadiani and Egberi (2016) opined that to revolutionize and produce quality Business education graduates from Nigerian tertiary institutions, there is a great need for learners to have access to and utilize ICT resources for learning. They also noted that although efforts have been made over the years to make ICT resources available in our education system, its availability and utilization appear to be slow as confirmed by Okolocha and Nwadiani (2015).

## II. STATEMENT OF PROBLEM

It is imperative that the equipment used for teaching and learning in Business education should be a replica of the ones found in the work place. It is expected that Business education graduates should be global workers who can fit in any office in the world. NCCE (2012) specified that for effective Business education programme in Colleges of Education, the department must have a well equipped ICT laboratory. This era is technology based and it is expected that Business education graduates be equipped with knowledge and skills that will enable them compete globally with their counterparts. But observations, personal experiences and interactions by the researcher show that lecturers and students of Ebonyi State College of Education are still relying majorly on textbooks

information in teaching and learning of ICT courses and the Business education departmental ICT laboratory is not always opened. So, it is not clear as to whether ICT facilities are available and used at all. Based on the above, the researcher tends to find out the availability and utilization of Information and Communication Technology equipment for teaching and learning of Business education in Ebonyi State College of Education.

**Purpose of study**

The main purpose of the study is to examine the availability and utilization of Information and Communication Technology equipment for the teaching and learning of Business education in Ebonyi State College of Education. Specifically, the study tends to;

1. Identify the availability of Information and Communication Technology equipment for the teaching and learning of Business education.
2. Find out the extent of utilization of the available Information and Communication Technology equipment for the teaching and learning of Business education.

**Research questions**

The following research questions guided the study:

1. What are the available Information and Communication Technology equipment in teaching and learning Business education in your school?
2. To what extent are the available Information and Communication Technology equipment in teaching and learning Business education in your school utilized?

**Hypothesis**

1. There is no significant difference in the responses of lecturers and students of Business education on the extent of utilization of ICT equipment in teaching and learning.

**III. RESEARCH METHOD**

The study made use of descriptive survey research design. The design is appropriate for the study since the researcher used questionnaire as instrument to collect data from the respondents and analyzed the data collected. The population of the study was 85 made up of 14 lecturers and 71 second year and final year students of Business education department in Ebonyi State College of Education, Ikwo. All the lecturers and the students were used for the study so no sampling was done for them. In all a total of 85 was used for the study. The instrument used for data collection was questionnaire titled ‘Availability and Utilization of Information and Communication Equipment

Questionnaire (AUICTEQ)’. The instrument was developed by the researcher and it was validated by three experts, two from business education and one from science education. Kuder-Richardson (K-20) formula was adopted to determine the consistency of the questionnaire items after a single administration of the instrument to 20 lecturers and students from the Department of Business education, Enugu State College of Education, Technical. After analysis, a coefficient of 0.76 was obtained which shows that the instrument is reliable. The instrument was administered through the help of one research assistant. The instrument was distributed and collected at the spot and all were returned. The instrument has four response options of Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD) and these were posed to the respondent for each item. Each of the item was assigned a value, thus SA =4, A=3, D=2, and SD=1. This produced a mean of 2.50. Any mean of 2.50 and above was accepted and rejected when below that. In research question one, a checklist was used to determine the availability of ICT equipment for teaching and learning Business education. Data collected were analyzed using Mean and Standard Deviation to answer research question two and T-test statistics to test the hypothesis at 0.05 level of significance.

**IV. RESULTS**

The results of the study are presented in the tables below.

**Table 1:** Check list of the ICT equipment in Business education department, Ebonyi State College of Education, Ikwo.

SN	Items	Result
1.	Computers	Available
2.	Interactive white board (IWB)	Not Available
3.	Overhead projector	Available
4.	Scanner	Available
5.	Printers	Available
6.	Photocopying machine	Available
7.	Electronic typewriters	Not Available
8.	Fax (facsimile)	Not Available
9.	Digital camera	Not Available
10.	Modem	Available
11.	Audio-visual tape	Available
12.	Accounting machine	Available
13.	VSAT (Very Small Apparatus Terminal)	Not Available
14.	Telecommunication mast	Not Available
15.	Database server	Not Available
16.	Television	Available

17. Video machine	Available
18. DVD	Not Available

machine, modem, audio-visual tapes, accounting machines, television, and video machines, while interactive white board, electronic typewriters, fax (facsimile), digital camera, VSAT, telecommunication mast, database server and DVD were not available.

From table 1, the checklist shows that the ICT equipment available include: computer, overhead projector, scanner, printer, photocopying

**Table 2:** Mean and standard deviation of the responses of lecturers and students of business education on the extent of utilization of ICT equipment in Ebonyi State College of Education. Ikwo.

N = 85								
SN	ITEMS	X <sub>1</sub>	X <sub>2</sub>	X <sub>1+2</sub>	SD <sub>1</sub>	SD <sub>2</sub>	SD <sub>1+2</sub>	Dec.
19.	Computers	1.58	1.93	1.73	1.02	1.15	1.09	VLE
20.	Interactive white board (IWB)	1.03	1.14	1.48	1.02	1.01	1.02	VLE
21.	Overhead projector	1.25	1.36	1.31	1.13	1.06	1.10	VLE
22.	Scanners	1.32	1.29	1.36	1.15	1.10	1.13	VLE
23.	Printers	1.52	1.64	1.59	1.07	1.04	1.06	VLE
24.	Photocopying machine	1.48	2.14	1.81	1.07	1.08	1.07	VLE
25.	Electronic typewriter	1.37	1.50	1.46	1.10	1.03	1.07	VLE
26.	Facsimile (fax)	1.17	1.07	1.12	1.07	1.04	1.06	VLE
27.	Digital camera	1.21	1.07	1.14	0.10	1.04	0.57	VLE
28.	Modem	1.41	1.86	1.64	0.98	1.08	1.03	VLE
29.	Audio-visual tape	1.45	1.07	1.26	0.98	1.10	1.04	VLE
30.	Accounting machine	1.34	2.00	1.67	0.70	1.08	0.89	VLE
31.	VSAT	1.58	1.43	1.51	1.07	1.06	1.07	VLE
32.	Telecommunication mast	1.28	1.00	1.14	1.10	1.08	1.09	VLE
33.	Database server	1.37	1.50	1.42	1.03	1.02	1.03	VLE
34.	Television	1.31	1.29	1.3	1.08	1.02	1.05	VLE
35.	Video machine	1.23	1.35	1.29	1.19	1.18	1.19	VLE
36.	DVD	1.25	1.29	1.27	1.11	1.15	1.13	VLE

**Key:** N= number, X= mean, SD= Standard deviation, Dec. = Decision, VLE =very low extent

The results in table 2 above show that all the items in research question 2 had a mean below the cut-off point of 2.50. This shows that the respondents (Lecturers and students) accept that the items were not used.

**Table 3:** T-test analysis of the responses of lecturers and students of Business education on the extent of utilization of ICT equipment for teaching and learning Business education.

SN	ITEMS	X	SD	t-cal	t-tab	Remarks
1.	Computers	1.76	1.09	-2.18	1.96	N.S
2.	Interactive white board (IWB)	1.48	1.02	-2.49	1.96	N.S
3.	Overhead projector	1.31	1.10	1.84	1.96	N.S
4.	Scanners	1.36	1.13	0.63	1.96	N.S
5.	Printers	1.59	1.06	-0.33	1.96	N.S
6.	Photocopying machine	1.81	1.07	-4.29	1.96	N.S
7.	Electronic typewriter	1.46	1.07	-4.37	1.96	N.S
8.	Facsimile (fax)	1.12	1.06	-7.13	1.96	N.S
9.	Digital camera	1.14	1.57	0.08	1.96	N.S
10.	Modem	1.64	1.03	-5.72	1.96	N.S
11.	Audio-visual tape	1.26	1.04	1.24	1.96	N.S
12.	Accounting machine	1.67	1.89	-0.14	1.96	N.S
13.	VSAT	1.51	1.07	1.04	1.96	N.S
14.	Telecommunication mast	1.14	1.09	-4.64	1.96	N.S
15.	Database server	1.42	1.03	-4.96	1.96	N.S
16.	Television	1.30	1.05	0.16	1.96	N.S
17.	Video machine	1.29	1.19	1.09	1.96	N.S
18.	DVD	1.27	1.13	-1.03	1.96	N.S

**Key:** N.S = not significant

The data presented in table 3 revealed that each of the eighteen items had a calculated t-value less than a table value of 1.96 (two-tailed test) at 0.05 level of significance and 83 degree of freedom. This indicated that there was no significant difference in the mean ratings of the responses of the two groups of respondents (lecturers and students) on the extent of utilization of ICT equipment for teaching and learning of Business education in Ebonyi State College of Education, Ikwo.

## V. DISCUSSION OF FINDINGS

The findings from the study showed that some of the ICT equipment for learning business education are available while some of them are not available. This is in conformity with the study of Nwadiani, C. O. and Egbiri, J. N. (2016) who found that ICT resources are not available in Business education as required. From the findings also the respondents accepted that the eighteen items of ICT equipment were utilized at a very low extent. This is in agreement with the study of Ojeagu and Igbinedion (2012) who opined that the use of ICT resources in Nigeria educational system is still low and imaginary. For Business education to achieve its objectives in an automated world of work, both students and lecturers must have free access to and utilize ICT. That is the only way they can acquire the skills that will enable them to become global workers in this era.

The findings from the study also indicated that there was no significant difference in the mean ratings of the responses of the two groups of respondents (lecturers and students) on the extent of utilization of ICT equipment for teaching and learning of Business education in Ebonyi State College of Education, Ikwo. This is in variance with the findings of Nwadiani, C. O. and Egbiri, J. N. (2016) who stated that only business education students do not utilize ICT facilities.

## VI. CONCLUSION

The importance of ICT in teaching and learning Business education cannot be overemphasized. Application of ICT to classroom situation makes teaching learner-centered. However non availability and non utilization of ICT equipment in tertiary institution poses a great challenge to teaching and learning. This study therefore concludes that most of the ICT equipment for teaching and learning Business education are not available and the extent of utilization is very low.

## VII. RECOMMENDATIONS

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

1. Adequate ICT equipment that will promote the effective teaching and learning of Business education in Colleges of education should be provided by the government as a matter of urgency to support its continuity.
2. Donor agencies should donate ICT equipment to tertiary institutions as part of their social responsibilities.
3. Government should make policies and implement them to the favour and advancement of Business education programme through ICT.

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