ASSESSMENT OF THE USE OF INFORMATION COMMUNICATION TECHNOLOGY IN THE TEACHING AND LEARNING OF BUSINESS EDUCATION IN COLLEGES OF EDUCATION IN DELTA STATE

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Abstract
This study was conducted to assess the use of Information Communication Technology in teaching business education students in Colleges of Education in Delta State. Three research questions were set to guide the study. The population of the study consisted of all lecturers in the four colleges of Education in Delta State. A total of 100 lecturers were randomly selected from the population and the study adopted the descriptive survey design. The instrument for data collection was a well structured questionnaire which was duly validated by experts. The data collected was analyzed using mean and standard deviation, the findings revealed that Information Communication Technology (ICT) provide a better understanding of concept by students and has made teaching and learning more effective. Information Communication Technology (ICT) can make work easy for lecturers in the classroom. Based on these findings, recommendations were made as follows: that facilities for teaching Information Communication Technology (ICT)/computer should be made available to all levels of learning. Government should introduce computer course into all levels of education curriculum as well as ensuring these computers are available and accessible.

Introduction
Business education helps students to organize themselves, develop their competencies with regard to business behavior and performance. The programme primarily educates and train students to become competent business teachers and administrators/administrative officers. Business education according to Udoye (2015) is a programme of study that strives to equip its recipients with knowledge, skills and attitudes (KSA) necessary for them to secure employment in public and private organizations, retain it and also advance in their chosen careers. Onyesom and Umuosiet (2013) defined business education as that aspect of educational training which an individual receives with the primary aim/motive of enabling one to acquire adequate attitudes, concepts, knowledge, understanding and skill in business activities for
vocational usage in careers as an administrator, manager or teacher wherever he may find himself in the business world.

Business education takes place at three levels namely pre-vocational, vocational and professional level. In the present 6-3-3-4 system of education, business education at the Junior secondary school level is pre-vocational where business studies is one of the vocational subjects which is geared towards revolution of educational system. Business studies, in the view of Njumogu and Njumogu in Nwokike (2011) is a subject that seek to bring the elementary parts of five commercial subject into one which includes office practice, commerce, book-keeping, typewriting and short hand.

To optimize the relevance of the use of Information Communication Technology (ICT) and fully realize the goals of business education programme in this period of the influx of communication technologies, there is the need to redefine the roles of Information Communication Technology (ICT) in business education. ICT is the integration of system which enables users to create; access, transmit and manipulate information and this includes information technology (Onwuachu, 2013). The World Bank (2004) pointed out that Information and Communication Technology (ICT) consists of hardware, software, transmission and presentation of information (voice, data, text and images). They pointed out that the interest is a powerful tool for improving the efficiency and quality of wide range of public service offerings that are important for poverty reduction especially in education and health sectors.

Today, the value of ICT in teaching has been already acknowledged and will continue to acknowledge as more people explore the usage. The practice and use of information and communication technology (ICT) and its roles/effects on teaching and learning shows two main things. First when combined with effective teaching, it helps people to develop already widely valued skills and abilities such as literacy and numeracy, which business education is associated with. Skills is the ability to do something well, usually gained through training or experience. Brookes, Munro, O'Donoghue, O'Neill and Thomson (2004) defined skills as a talent, craft or accomplishment naturally acquired through training. It is aptitudes and abilities appropriate for a specific job. ICT skills are those related to the use of computer, and the ability to transmit stored information through fixed line network or through wireless phone network. Computer can be used in teaching of all courses in business education programme. ICT skills in teaching and learning business education programme/courses include communication skills, typesetting skill, accounting skills, and internet skills, creative and designing skills among others. Aliyu in Onwuachu (2013) defined it as a technology that is concerned with systems for creation, acquisition, processing, storage, retrieve, selection, transformation, dissemination and use of vocal, pictorial, textual and numeral information. These skills will be imparted into the business education students to help them become self employed, get a job and maintain/keep such job. Secondly,
information and communication technology (ICT) can be seen as a major force in re-engineering schools and encourages Life Long Learning (LLL).

An effective medium for teacher input to the whole class and for reviewing of lesson is through interactive white board (Bell, 2002). With the interactive white board the teacher is able to present from the front, and is better positioned to observe pupils, thereby making the students to focus on the lecturer. Interactive white boards have replaced traditional whiteboards or flipcharts, the software supplied with the interactive white board will usually allow the teacher to keep notes, allow teachers to record their instruction as digital video files and post the materials for review by students at later time.

Many problems have continued to plague on technology education and therefore serve as a road block to our quest for excellence and quality business education graduates and for national development (Iwu, 2014). Okeke and Orori (2012) and Odimbu (2012) identified poor/inadequate funding as the major constraint militating against technology where schools offering business education programmes at the tertiary level (college of education) are not equipped with modern ICT facilities such as internet network, and electronic interactive board for effective and efficient teaching and learning process. ICT laboratories not having networked and cyber café which will ensure the student have current data for assignment and then access to the use of e-mail, face-book and other social communication network and devices. Computer which is chief among the technology devices are not supplied in quantity and quality to accommodate students increased enrollment in school of business in colleges of education especially in Delta State.

It is also important to note that poor knowledge of computer by the lecturers is a great challenge to the teaching and learning of business education programme with the use of ICT, because a lot of them still make use of the old method of teaching even in this jet age and computer era; where understanding is easier, better and faster with ICT. The research about ICT in teaching and learning of business education programme shows that it can play a key role in the complex task of better engaging young people in the learning process. A one advantage and a good feature of ICT is that young people master it’s usage more easily than adults. The future of ICT is therefore secured more with the coming generations and business education should be part of it.

**Statement of the Problem**

The implementation of business education programme as one of the discipline of vocational education is just a mess judging from student’s poor performance in examinations especially the skilled subjects and the fact that many students do not have employable skills. The poor performance and lack of employable skills can be attributed to the teaching and learning methods used in schools. It’s been observed that the use of
orthodox method in teaching is not doing much good to student’s effective understanding of some concepts. In addition, there is a growing number in student’s population leading to overcrowding which the old method being used is not helping to deliver information to them at same time. Seeing this as retardation to students’ ability for comprehension, it becomes necessary to examine the roles of ICT in teaching business education students as findings provided will go a long way in filling the vacuum and correcting the anomalies caused by teachers use of ineffective traditional method of teaching.

Purpose of Study
The purpose of the study is to assess the use of ICT in teaching and learning in Colleges of Education in Delta State. Specifically, the study sought to:

1. Find out the extent to which the use of ICT has improved teaching and learning of Business Education.
2. Find out the extent of availability of ICT in Business Education programme.
3. Find out the extent of constraints against the effective use of ICT in teaching and learning business education programme in colleges of Education in Delta State.

Significance of the Study
It is hoped that the result of this study will stimulate lecturers in business education to make use of ICT to quicken students understanding and to make teaching work an interesting profession. The findings will increase students’ enrollment into business education thereby making them to pass the course to produce more competent business education graduates, who will possess employable skills. It will also help school authorities or agencies to make available computers for business education lecturers in teaching business courses.

Research Questions
The following research questions were formulated for the study:

1. To what extent has ICT improved teaching and learning in business education?
2. To what extent can ICT resources be made available in teaching business education students in colleges of Education in Delta State?
3. To what extent are there constraints to effective use of ICT in the teaching of business education programme?

Method
This study adopted a descriptive survey design. The descriptive survey design according to Uzoagulu (1998) is the description of the state of affairs as it exists at present. The population is made up 180 Business Education lecturers in all Colleges of Education in Delta State. A total of 100 lecturers were randomly selected from the population. i.e Federal College of Education (Technical) Asaba 25, College Of Education
Agbor 25, College of Physical and Health Education, Mosogar, 25 and College Of Education, Warri 25. A 20 questionnaire item was the instrument used for data collection. The instrument was validated by two chief lecturers in school of Business Education, FCE (Tech) Asaba and to ascertain the consistency of the instrument, test-re-test reliability was utilized. The instrument was administered to the respondents by the researchers with the help of two research assistants. They were trained for the exercise; their training was in conformity with the opinions of Nwana (2005) who saw the need to train research assistants thoroughly so as to successfully achieve the objectives of the exercise. The data collected were analyzed using mean and standard deviation.

The Likert-like scale attracted the following points: Very High Extent (VHE) 4 point; High Extent (HE) 3 point; Moderately Low Extent (MLE) 2 point; Low Extent (LE) 1 point.

Any item that is equal or above 2.50 was regarded as High Extent (HE) while items below 2.50 were regarded as Low Extent.

**Presentation of Results**
The results of data analysis were presented according to the research questions.

**Research Question I**
To what extent has the use of ICT improve teaching and learning of Business Education?

**Table I: Mean scores of the response of lecturers on the extent to which ICT has improved teaching and learning of Business Education**

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>X</th>
<th>SD</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The use of ICT improves teaching and Learning in Business Education</td>
<td>3.45</td>
<td>0.74</td>
<td>HE</td>
</tr>
<tr>
<td>2.</td>
<td>Some topics in Business Education demand the use of ICT for better understanding.</td>
<td>3.51</td>
<td>0.81</td>
<td>HE</td>
</tr>
<tr>
<td>3.</td>
<td>The Introduction of ICT has made teaching/ learning more effective</td>
<td>3.46</td>
<td>0.91</td>
<td>HE</td>
</tr>
<tr>
<td>4.</td>
<td>ICT can be used in the classroom with other methods of teaching</td>
<td>3.10</td>
<td>1.05</td>
<td>HE</td>
</tr>
<tr>
<td>5.</td>
<td>Since the introduction of ICT into learning, its importance has surpassed other forms of teaching methods</td>
<td>3.05</td>
<td>0.89</td>
<td>HE</td>
</tr>
<tr>
<td>6.</td>
<td>Learning has been facilitated and deeper impression made on students by the use of ICT</td>
<td>3.28</td>
<td>0.94</td>
<td>HE</td>
</tr>
<tr>
<td>7.</td>
<td>ICT can compel students to concentrate and assimilate</td>
<td>3.70</td>
<td>1.01</td>
<td>HE</td>
</tr>
</tbody>
</table>
The data in table 1 indicates that the respondents responded positively to the question of how ICT have improved teaching and learning in business education. Therefore, ICT improve the teaching and learning of business education programme.

**Research Question 2**
To what extent have ICT resources be made available in teaching of Business Education students in Colleges of Education in Delta State?

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>X</th>
<th>SD</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>ICT (Projectors, Interactive boards etc) can make work easy for lecturers in the lecture room/classroom.</td>
<td>3.68</td>
<td>0.62</td>
<td>HE</td>
</tr>
<tr>
<td>9.</td>
<td>Government has encouraged the introduction of ICT in the Education Sector by supplying computers to school</td>
<td>2.25</td>
<td>0.70</td>
<td>LE</td>
</tr>
<tr>
<td>10.</td>
<td>Both Federal and States Colleges have employed the use of ICT in the teaching of Business courses</td>
<td>1.85</td>
<td>0.8</td>
<td>LE</td>
</tr>
<tr>
<td>11.</td>
<td>Teachers do give students assignments that involve the use of ICT in providing answers.</td>
<td>2.50</td>
<td>0.93</td>
<td>LE</td>
</tr>
<tr>
<td>12.</td>
<td>Availability of internet connection in colleges.</td>
<td>2.35</td>
<td>0.73</td>
<td>LE</td>
</tr>
<tr>
<td>13.</td>
<td>Effective Utilization of ICT centers in schools.</td>
<td>2.25</td>
<td>0.89</td>
<td>LE</td>
</tr>
<tr>
<td>14.</td>
<td>ICT has brought about availability of Computers in schools as well as the source of obtaining computer for effective teaching.</td>
<td>2.22</td>
<td>0.75</td>
<td>LE</td>
</tr>
</tbody>
</table>

**Grand Mean**

2.44

From table 2 above: it shows that the respondents disagreed to the fact that ICT are not made available to students at all levels of learning. Thus, the government should make ICT resources available for business education students in colleges of education in Delta State.

**Research Question 3**
To what extent are there constraints to effective use of ICT in the teaching of Business Education programme?
Table 3: Mean score of the responses of lecturers on the problems of the use of ICT in Business Education Programme.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>X</th>
<th>SD</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>Lack of personnel for maintenance of ICT facilities</td>
<td>2.60</td>
<td>0.87</td>
<td>HE</td>
</tr>
<tr>
<td>16.</td>
<td>Adopting to new technology</td>
<td>2.60</td>
<td>0.97</td>
<td>HE</td>
</tr>
<tr>
<td>17.</td>
<td>Curriculum not tuned in line with new technology</td>
<td>3.40</td>
<td>0.92</td>
<td>HE</td>
</tr>
<tr>
<td>18.</td>
<td>Cost of providing these devices like projectors, personal computers</td>
<td>3.47</td>
<td>0.88</td>
<td>HE</td>
</tr>
<tr>
<td>19.</td>
<td>Lack of internet connections</td>
<td>3.58</td>
<td>0.73</td>
<td>HE</td>
</tr>
<tr>
<td>20.</td>
<td>Epileptic power supply</td>
<td>3.95</td>
<td>0.23</td>
<td>HE</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean</strong></td>
<td><strong>3.27</strong></td>
<td></td>
<td><strong>HE</strong></td>
</tr>
</tbody>
</table>

From the responses of table 3 above, it shows that the respondents agreed that ICT is very important and effective in teaching and learning business education in classroom although there are some problems that is associated to it. Thus the remark of high extent.

**Discussion of Findings**

The results obtained from the presentation of data revealed the role of ICT in teaching business education students. It is believed that ICT has positively assisted lecturers. This is evident from the greater percentage of the total respondents who admitted that ICT helps them to get a more and clearer understanding of teaching and the lecturers have been overwhelmed with joy on the use of ICT in the classroom, though few disagreed on the effectiveness of ICT in teaching. A good number of respondents who are pleased with the introduction of ICT into the educational sector did not respond well in its availability of ICT into all levels of education. Thus, this has awakened the need for government to involve in education, more especially its ICT improvement. Considering the cons and pros of ICT, the merit side of it has out-weighed its demerits, its effective impacts on students and lecturers cannot just be estimated in words of few pages.

Therefore from the findings and analysis, it became obvious that ICT has had an immeasurable impact on students. This believing that government, are not blind to the positive impact of ICT will invest more to make it available to all levels of learning in the country.

**Conclusion**

The future of the effective use of ICT in particular is largely dependent on the future of education. It has become more complicated as the complexity of the country’s
activities and that of the citizen responsibilities increase, which had been neglected or not cared for enough. The importance, effects and roles of ICT provides and encourages higher understanding on students and broaden their intellectual horizon, also reducing the much stress for teachers who use them to teach.

Consequently, all the parties involved in promoting the effective use of ICT should jointly ensure that it is given all the supports it needs to exhibits its importance effectively in teaching.

**Recommendations**

The study made the following recommendations based on the research questions:

1. Government should encourage the use of ICT in teaching by making resources available to all levels of our educational sector of learning.
2. The effective use of ICT should be encouraged in both the national sector and local level of the country to create a room for positive change in education and its overall growth and development.
3. The government should try and introduce the computer course into all levels of education from primary to tertiary institution curriculum.
4. Power system in Nigeria is epileptic that the technology devices are not really used and so government should improve power supply system.
5. New certification requirement on ICT compliant should be part of requirement for employing business education lecturers.
6. Training and re-training on new technologies should be carried out as often as possible as a means of updating knowledge.
REFERENCES