



## **BUSINESS EDUCATORS' UTILIZATION OF SOFTWARE INTERNET RESOURCES FOR INSTRUCTIONAL DELIVERY IN POSTGRADUATE PROGRAMME IN RIVERS STATE UNIVERSITIES**

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### **Abstract**

*The study examined Business Educators' utilization of software internet resources for instructional delivery in postgraduate programme in Rivers State universities. Two specific objectives, two research questions were posed for the study and two corresponding hypotheses were tested at 0.05 level of significance. Descriptive survey design was used for the study. The area of study was in Rivers State. A population of 18 respondents was used for the study. Based on the small population, Purposive sampling technique was adopted for the study. A structured questionnaire tagged Business Educators' Utilization of Software and Internet Resources for Instructional Delivery (BEUSIRID) was used by the researchers. The instrument was validated by two experts in the field of study and one in Measurement and Evaluation and reliability co-efficient of 0.82 was obtained using Pearson Product Moment Correlation Coefficient through test-re-test method of estimating reliability. 17 out of 18 copies of the instrument administered were retrieved and used for the study. Research questions were answered with mean and standard deviation and the hypotheses were tested with t-test statistical tool. Findings from the study showed that Business Educators' (teachers) utilize Microsoft Excel, PowerPoint, WhatsApp and Video Conferencing device (zoom) moderately. The hypotheses testing proved that there is no significant difference in the mean responses of the respondents, which means that the hypotheses were all accepted. Based on the findings, conclusion was made that there is need for Business Educators teaching postgraduate programme to embrace the trend and be abreast to various software and internet resources to effectively perform their duties both locally and internationally and recommendation was made amongst others that software and internet resources should be made available and accessible in all universities offering Business Education programme.*

**Key Words:** Business Educators', Utilization, Software, Internet Resources, Instructional Delivery

### **Introduction**

The introduction of e-resources for teaching and learning activities became prominent in the 21st century as more conventional universities and colleges became 'dual-mode' institutions, offering both face-to-face and distance learning programmes (Butcher, 2015). E-learning resources also involve the use of network technologies to create, foster, deliver and facilitate learning. Teachers use a variety of means, formal and informal, to examine how much and how well their students are learning. For formal evaluation, teachers use quizzes, tests, examinations, term papers, lab reports, and home work. These evaluation techniques help the instructor to evaluate students' achievement and assign grades via e-learning resources. This can only be effective if the techniques are utilized. Utilization is the art of putting things or resources that are tangible and intangible to proper use. The utilization of E-



learning resources in the educational sector requires that lecturers must be skilled in the use of E-learning resources to improve their teaching methods.

The need to utilize e-learning resources in Business Education programmes has been advocated by Nwagbo and Ugwuanyi (2012), who stated that in the era of technological development, e-learning resources are expected to be fully and properly utilized in Business Education programme. Thus, e-learning is vital in Business Education as the resources such as software packages enable the educators to carry out huge analyses that may be tedious manually. More so, e-learning resources could help in the area of Business Education research and evaluation of the programme. Consequently, utilization of e-learning in Business Education programme becomes imperative as the traditional teaching and learning method, instructional delivery, and evaluation process are slowly moving to electronic process and activities irrespective of institution type (Federal and State Universities).

Educational software can be defined as a general term for the various kinds of programmes used to operate computers and related devices in the educational settings (Johan, 2014). Therefore, educational software can be simplified as computer software that has been used in proposes to teach people as well as self-learning. Computer software such as Word Processing, Powerpoint, Corel draw, Database Management, Microsoft Excel as opined by Nwaokwa (2015) are used for instructional delivery especially in the areas of speed development, accounting skills, document production, filing and record management. Many schools have begun to teach typing and word processing to their students, starting as early as elementary school. Typically, Microsoft word skills are developed throughout secondary school in preparation for the business world. Techopedia (2018) established that word processing which is one of computer software can be used by both lecturers to type, save, retrieve, view and edit documents such as assignments, term papers, research work as well as documents attached to e-mails. Microsoft Word contains a word processing, a program or software that enables users to create documents, store it electronically on a disk, display it on a screen, and so much more. To perform this task, user needs an educational hardware which is a lap top or a computer. When the users are using Microsoft Word programme, they can see the special features on that. For example, they can insert some pictures or graphics, edit documents, check their spellings, select fonts and so on. Ubani in Egbunefu, Amadi and Nwobike (2018) defined a Microsoft word as a word processing package that is designed to enable users to type, edit, store and generally process their documents.

Educators can integrate Microsoft word for instructional delivery by creating lessons plans, letters and memos, brochures or flyers, report books, notes and activity handout, subject or course syllabi and feedback forms of students and parents. To Egbunefu; Amadi and Nwobike (2018), Business Education graduates require word processing application skills to be able to utilize Microsoft word features effectively for the production of reports and other documents. it is pertinent to note that Microsoft word can also enhance Business Educators.

Microsoft excel can be defined as software that allows users to organize, format and calculate data using a spreadsheet system broken up by rows and columns. It can be used to perform calculations, sort data and create graphs and charts. The basic features of a spreadsheet are protected and hidden 180 cells, copying command, graphing, and editing and sorting. There are some advantages for the users who are using Electronic Spreadsheet. In education, teachers (Business Educators) would use it because it is faster and more flexible. Teachers (Business Educators) do not have to calculate students' marks manually anymore. Secondly, it has ability to recalculate especially when we add another number in the columns. Another feature of Excel which can help teachers is that it can create a grade book. This grade book would help teachers work systematically because Excel can help them to rearrange and calculate various data. Computerized system teachers with the technical know-how to use few minutes in entering records rather than writing (Emmanuel, 2016). Business Educators (teachers) can integrate Microsoft excel for instructional delivery by teaching about mathematical calculations, relationship and formulas, statistic, data analysis and probability, problem solving, numerical data like projected income, cash flow, track of students' performance,



record of students' attendance, database of students' portfolios, budgets for each academic year and transactions and do inventory.

Microsoft PowerPoint is a software that allows users to create anything from basic slide shows to the complex presentation. PowerPoint is often used in business, as well as in education or informal purposes. The presentations comprise of slides, which may contain texts, images or other media, such as audio clips and movies. Sound effect and animated transition can also be included to add extra appeal to the presentation. Usually, teacher will use a slide show in order to teach the students. They do not have to waste their time by writing on the white board. All they have to do is to prepare the slide before the lessons. The template consists of background colour or image, variety of fonts, and a choice of several slide shows. Other than that, when the teacher is presenting the slide show, he or she may choose to have the slides change at preset intervals or may decide to control the flow manually. This is one of the computer software according to Azuka (2016) that allows teachers and trainers to display their lessons on an overhead projector. It incorporates graphics, animation, sound effects, video, text, and charts which can be used by lecturers to facilitate instructional delivery. Russell (2018) noted that PowerPoint presentations are suitable for large classes as well as small groups for instructional delivery, training and other purposes. This can be done using the mouse, keyboard, or a remote control.

Microsoft PowerPoint provides presentations with a visual element, which can be used in the field of education to great effect (Kanika in Ibrahim, 2018).

Computer Managed Instruction (CMI) is software that has the basic function of assessment, scoring, and grading of students' tests, quizzes and examinations. It manages students' academic records and enhances individualization of instruction. Adekunle, Adepoju, Suleiman and Abdullahi (2020) opined that CMI is an instructional approach used to present learning objectives, learning resources, record keeping, progress monitoring and assessment of learner performance. The internet facilitates quick information retrieval, dissemination and storage. One of the major advantages of the internet as disclosed by Agomuo (2014) is the availability and accessibility of vast amount of data and information on any subject matter by anyone anytime and anywhere. Internet-based learning is an advancement of computer based learning which makes content available on the internet with awareness of links to related knowledge root, for example Zoom, Google video conferencing, which could be used by instructors and learners anytime, place and season. Social media is also an internet facility hence Social media is defined as a group of internet based applications 'interactive platforms' that build on ideological and technological foundation that allow the creation and exchanges of user-generated content (Ralph & Ralph, 2013).

Video and Podcasting is one of the most widely adopted internet technologies for use in instructional settings is video streaming. Between YouTube Lynch (2020) explained that YouTube helps students to learn new concepts better and assists in capturing the attention of the students who not only need to see but also to hear. Videos uploaded to YouTube can be easily embedded into most e-learning course content. Complicated subjects which can be hard to explain with text or images alone can be illustrated using videos from YouTube, and many other video hosting sites, there are an abundance of lectures, how-to videos, and supporting materials available in the form of web based video. Podcasting has also been used to provide similar offerings of audio materials through popular sites like iTunes.

Video conferencing device is a collaborative communication device that allows individuals or groups to communicate in real time at different geographical locations where they can see and hear one another using computers and internet communications. Otunuya (2016) posited that video conferencing can be used to conduct lectures in real time face-to-face interaction. Learners can record lectures which can later be used on demand for on demand lectures. Podcasts: Podcasts are depository of audio and video materials that can be given to learners without user intervention. These audio and video files can be downloaded to portable media players that can be taken anywhere, providing the potential for anytime, anywhere learning experiences. Podcasting can equally improve



teaching and learning practice. Business Educators can use podcasting for effective instructional delivery.

Presentation Tools is vast and rich. There are hundreds (perhaps thousands) of tools on the Internet that can be used to create and share presentations, from simple Power point slide players like Slide share to multimedia timeline tools like Vuvox and One True Media. These tools can be used to support classroom teaching or distance learning, or for student reports and presentations.

Collaboration and Brainstorming Tools is another wide ranging category, including thought-organizing tools like mind map and bubblus, and collaborative tools like web based interactive whiteboards and Google Documents. Additionally, some of the other tools in this list, such as wikis and virtual worlds, also serve as collaboration tools.

Bloggers and many other regular Internet users are well aware of blogs and blogging, but there are many other professionals who really are not frequent users of the blogosphere. In addition to a basic familiarity with this technology, educators ought to be aware of sites like Blogger and WordPress, where users can quickly and easily create their own blogs for free.

Social networking is used by teachers and students as a communication tool. It is a bi-directional process as students are using these medium to share comments and having lecture with their teachers or lecturers (Amesi & Markson, 2019). All educators ought to have a basic understanding of sites like Facebook and Myspace and how they are used. This does not mean they need accounts on these sites, but they ought to understand what they are and how they are being used. Business Educators ought to also be aware of the professional social networking site LinkedIn.

WhatsApp Messenger is an instant messaging and voice application that allows people to send text messages, voice calls as well as video calls, images and other media, documents and user location globally through the internet in a fast, simple and reliable way (Irfan & Dhimmar, 2019). Lecturers can use WhatsApp to communicate with students on the change of timetable, send recorded audio or video lectures, questions and send lecture notes. Students can use WhatsApp to send lecture notes to fellow students who could not attend lectures, interact with one another on important or difficult topics and send useful information and recorded audio or video lectures to other students.

Large percentage of Business Educators (teachers) use Instant Message (IM) regularly, via e-mail address like yahoo or g-mail, Instant Message aggregator site or other tools. Virtual Worlds has received a lot of press, with Second Life being the clear leader thus far in this application area. In my experience, the use of Second Life has been somewhat constrained by high bandwidth and processing power requirements, but this also means that there is still considerable room for increased adoption of the application as systems continue to become more powerful and higher speed bandwidth more prevalent. Active Worlds is one of the number of competitive technologies, and provides a "universe" dedicated to education that has been popular with educators.

Most faculties of education in Nigerian tertiary institutions do not have adequate state-of-the-art laboratories for information and communication technology training; classrooms are not satisfactorily equipped for information and communication technology usage. Thus, Business Educators do not seem to have adequate access to e-learning technologies within their schools or scope for instructional delivery. Rather, the few ones available are used for administrative services and dissemination of information among staff. It seems to the researchers that the level of Business Educators (Teachers) utilization of software and internet resources for instructional delivery has not being fully established. This is why the study focused on Business Educators' utilization of software internet resources for instructional delivery in postgraduate programme in Rivers State Universities.

#### **Statement of the Problem**

The call for utilization of e-Learning technologies by Business Educators for instructional delivery is to infuse and inject efficiency and effectiveness in curriculum implementation. Ezenwafor and Nwaokwa (2017) pointed out that e-learning resources generally consists of the use of different Information and Communication Technology (ICT) resources (hardware and software) with instructional media to achieve learning at all levels and types of education. In relation to Business Education programme, the need for adequate knowledge and skills for appropriate utilization of e-



learning facilities, such as those related to software, internet and other telecommunication technologies can hardly be over emphasized.

Based on technological advancement, it is expected that Business Education Lecturers (Business Educators), particularly those in tertiary institutions would be well-placed to make adequate and good use of the various computer aided electronic learning facilities to aid their instruction. Software and internet resources, despite its numerous uses in teaching and learning process could be lacking in several tertiary institutions for the teaching and learning of Business Education courses (Utoware & Amiaya, 2014). Observations shows that there are differences on the part of Business Educators' in their use of software and internet resources for instructional delivery. The foregoing scenario is a clear indication that research base knowledge gap seems to have been created which has to be filled empirically through this study. This necessitate this study to be carried out to empirically document the fact and fill the gap that is created. It was on this premise that this study sought to assess Business Educators' utilization of software internet resources for instructional delivery in postgraduate programme in Rivers State universities.

### Research Questions

The following research questions were posed to guide the study:

1. To what extent do Business Educators utilize Microsoft Excel and PowerPoint internet resources for instructional delivery in Postgraduate programme Rivers State Universities?
2. To what extent do Business Educators utilize WhatsApp messenger and video conferencing device (zoom) internet resources for instructional delivery in Postgraduate programme Rivers State Universities?

### Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. **There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent Microsoft Excel and PowerPoint internet resources are utilized for instructional delivery in Postgraduate programme.**
2. **There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent WhatsApp messenger and video conferencing device (zoom) internet resources are utilized for instructional delivery in Postgraduate programme.**

### Methods

The study adopted a descriptive survey research design. The descriptive design is aimed at providing opinions from the respondents on Business Educators' Utilization of Software Internet Resources for Instructional Delivery in Postgraduate Programme in Rivers State Universities. The study was carried out in two universities offering Business Education programme in Rivers State. It includes Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE). The two universities in Rivers State were considered appropriate for the study because they offer Business Education Programme at Postgraduate level. Rivers State is a state in Niger Delta region of South-South Geopolitical Zone of Nigeria. The population of the study consist of 18 Business Educators that teaches at the postgraduate level. This comprised Business Education lecturers in Rivers State University (RSU) and Ignatius Ajuru University of Education (Lecturer 1 with PhD Upward). Details of the population is as shown in Table 1. The entire population of 18 Business Education lecturers was used as the sample size for the study. The reason was that the population was manageable and purposive sampling techniques was adopted for the study. The instrument for data collection was a self-structured questionnaire developed by the researchers and titled Business Educators' Utilization of Software Internet Resources for Instructional Delivery (BEUSIRID). The questionnaire was divided into two sections Section 'A' sought demographic data of the respondents while section 'B' contained 13 items which was in line with the specific objective of the study. The response options of the



questionnaire items were 4 point rating scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME) and Low Extent (LE). The instrument was subjected to face and content validity to determine its appropriateness for the study and for its proper wordings. This was done by presenting the instrument to two Business Educators and one Measurement and Evaluation expert who validated the instrument, all in Faculty of Education, Rivers State University. Their inputs and corrections including modifications of the instrument were taken into consideration before the final copy was produced. Reliability of the instrument was done through test-retest method and the scores obtained were correlated using Pearson Product Moment Correlation Coefficient (r) formula, yielding a reliability coefficient index of 0.82 which revealed that the instrument was fit for the study. The researchers administered the instrument personally to the respondents and retrieval was made on the spot where feasible and where not feasible the researchers went back a week after for collection and retrieval of the instrument. 17 out of 18 copies of the instrument administered were retrieved and used for the analysis. Data were analyzed by the researchers using mean and standard deviation in answering research questions raised. The null hypotheses were tested using t-test statistics at 0.05 level of significance. The decision rule for the analysis was based on criterion mean of 2.50 and below 2.50 and that of hypotheses were made based on the fact that, if the t-calculated value is greater than the t-critical value; reject the null hypotheses otherwise accept.

**Results**

**Research Question 1:** To what extent do Business Educators Utilize Microsoft Excel and PowerPoint internet resources for instructional delivery in Postgraduate programme Rivers State Universities?

**Table 1: Mean and Standard Deviation on Extent Business Education Utilize Microsoft Excel and PowerPoint Internet Resources for Instructional Delivery in Postgraduate Programme**

S/n	Items	Institutions						Aggregate Mean/SD			
		RSU = 10			IAUE =7			Remarks	$\bar{X}$	SD	Remarks
		$\bar{X}$	SD	Remarks	$\bar{X}$	SD	Remarks				
1	Microsoft excel is utilize to teach postgraduate students organize, format and calculate data using a spreadsheet system broken up by rows and columns.	1.80	0.56	ME	1.56	0.24	ME	1.68	0.33	ME	
2	PowerPoint is used to teach postgraduate students lessons and projections are made for clarity.	1.90	0.69	ME	1.42	0.24	LE	1.66	0.47	ME	
3	Microsoft Excel is used to teach postgraduate students data entry and financial analysis.	2.20	0.56	ME	2.43	0.54	ME	2.32	0.55	ME	
4	Microsoft Excel is used to teach postgraduate students time management and task management.	1.00	0.15	LE	1.29	0.20	LE	1.15	0.18	LE	



5	PowerPoint are utilized to create or produce a complete presentation of a book or cover topic in different slides	2.00	0.80	ME	2.57	0.53	HE	2.26	0.67	ME
<b>Grand Mean/SD</b>		<b>1.78</b>	<b>0.55</b>		<b>1.85</b>	<b>0.35</b>		<b>1.82</b>	<b>0.90</b>	

Source: Field Survey Data, (2022)

Table 2 shows that the respondents agreed that Microsoft excel and PowerPoint are moderately utilized in teaching postgraduate students in Business Education Department. This is based on the grand mean and standard deviation of the respondents in both Rivers State University and Ignatius Ajuru University of Education. It shows that Business Educators utilize Microsoft excel and PowerPoint moderately in teaching postgraduate students calculations and computations, lessons, data entry and financial entry, time management and task management including to create or produce a complete presentation of a book or cover a topic with different slides. This is based on the aggregate mean and standard deviation of 1.82 and 0.90 for both institutions

**Research Question 2:** To what extent do Business Educators (Teachers) utilize WhatsApp messenger and video conferencing device (zoom) internet resources for instructional delivery in Postgraduate programme Rivers State Universities?

**Table 2: Mean and Standard Deviation Response on Extent Business Educators Utilize WhatsApp Messenger and Video Conferencing Device (Zoom) Internet Resources for Instructional Delivery in Postgraduate Programme**

S/n	Items	Institutions						Aggregate Mean/SD		
		RSU = 10			IAUE = 7			$\bar{X}$	SD	Remarks
		$\bar{X}$	SD	Remarks	$\bar{X}$	SD	Remarks			
6	E-mails are used to send lecture notes and educational information to students for instructional delivery.	2.20	0.56	ME	2.28	0.49	ME	2.24	0.53	ME
7	Zoom are used to conduct online class, seminars, discussion and exchange ideas for instructional delivery.	2.40	0.44	ME	2.14	0.41	ME	2.27	0.43	ME
8	WhatsApp are used to send lecture materials and pass information for instructional	2.40	0.64	ME	2.29	0.49	ME	2.35	0.57	ME



delivery.

9	Video conferencing devices are used to conduct lectures and improve communication efficiency	1.60	0.24	ME	1.71	0.20	ME	1.66	0.22	ME
10	Video conferencing device (zoom) makes courses more accessible and enables teaching events	2.40	0.44	ME	2.14	0.40	ME	2.27	0.42	ME
11	WhatsApp is used to communicate and facilitate lecture materials to postgraduate students	2.00	0.60	ME	2.28	0.49	ME	2.14	0.55	ME
12	Video conferencing device (zoom) is used to make courses more accessible to postgraduate students.	2.00	0.60	ME	2.12	0.40	ME	2.06	0.50	ME
13	WhatsApp is utilized to share learning materials and documents to postgraduate students	1.70	0.21	ME	1.68	0.41	ME	1.69	0.31	ME
	<b>Grand Mean/SD</b>	<b>2.09</b>	<b>0.46</b>		<b>2.08</b>	<b>0.41</b>		<b>2.09</b>	<b>0.44</b>	

Source: Field Survey Data, (2022)

Table 3 showed the responses of the respondents on the extent Business Educators' (teachers) utilize WhatsApp messenger and video conferencing device (zoom) internet resources for instructional



delivery in postgraduate programme. The results from the table showed that to a moderate extent, Business Educators in Rivers State University and Ignatius Ajuru University of Education utilize WhatsApp messenger and video conferencing device (zoom) for teaching postgraduate students. This was based on the aggregate mean and standard deviation of 2.08 and 0.44.

**Hypothesis 1: There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent Microsoft Excel and PowerPoint internet resources are utilized for instructional delivery in Postgraduate programme.**

**Table 3: t-test of Difference between Rivers State University and Ignatius Ajuru University of Education on the Extent Microsoft Excel and PowerPoint Internet Resources are Utilized**

Respondents	N	Mean	Sd	Df	Std Error	t-cal	t-crit	Decision
RSU	10	1.78	0.55	15	0.22	0.18	2.13	Accepted
IAUE	7	1.82	0.35					

Source: Field Survey Data, (2022)

The results in Table 4 showed that the t-calculated of 0.18 is less than the t-critical value of 2.13. The results showed that the null hypothesis is accepted and the alternative hypothesis of significant difference is rejected. This result shows that there is no significant difference in the mean response of **Business Educators (Teachers) in Rivers State University and Ignatius Ajuru University of Education on the extent Microsoft Excel and PowerPoint internet resources are utilized for instructional delivery in Postgraduate programme.**

**Hypothesis 2: There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent WhatsApp messenger and video conferencing device (zoom) internet resources are utilized for instructional delivery in Postgraduate programme.**

**Table 4: t-test of Difference between Rivers State University and Ignatius Ajuru University of Education on the Extent WhatsApp Messenger and Video Conferencing Device Internet Resources are Utilized**

Respondents	N	Mean	Sd	Df	Std Error	t-cal	t-crit	Decision
RSU	10	2.09	0.46	15	0.21	0.05	2.13	Accepted
IAUE	7	2.08	0.41					

Source: Field Survey Data, (2022)

Table 5 showed the hypothesis testing of no significant difference in the mean ratings of **Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent WhatsApp messenger and video conferencing device (zoom) internet resources are utilized for instructional delivery in Postgraduate programme.** The table showed that the null hypothesis is accepted in disfavour of the alternative hypothesis. In all, the testing showed the t-calculated was less than the t-critical and as such the null hypothesis was accepted.

**Discussion of Findings**

The findings from the research question one proved that Microsoft excel and PowerPoint to a moderate extent are utilized in teaching postgraduate programme. This findings is in agreement with the view of Azuka (2016), who opined that PowerPoint allows teachers and trainers to display their



lessons on overhead projector and it incorporates graphics, animation, sound effects, text and charts which can be used by teachers or Business Educators to facilitate instructional delivery. Agreeing with the view of Azuka, Russell (2018) depicts that PowerPoint presentations are suitable for large classes as well as small groups for instructional delivery. The hypothesis testing to this research question showed no significant difference in the mean ratings of Business Educators in both universities in Rivers State. The researchers agreed with the views of Azuka and Russell, that Microsoft excel and PowerPoint presentation helps teachers in instructional delivery to communicate, facilitate, compute, calculate and create complete presentation of a work or book and also use to teach time management and task management.

Findings from research question two proves that WhatsApp messenger and video conferencing device (zoom) are moderately utilize for instructional delivery. This finding is in agreement with the view of Otunuya (2016), who posits that video conferencing can be used to conduct lectures in real time face to face interaction and learners can record lectures that can be used later by them. To Irfan and Dhimmarr (2019), WhatsApp messenger allows teachers to send text messages, voice calls as well as video calls to students. The researchers agrees with Otunuya and Irfan and Dhimmarr (2019), WhatsApp messenger allows teachers to send text messages, voice calls as well as video calls to students. The researchers in agreement with Otunuya and Irfan and Dhimmarr, viewed that WhatsApp messenger and video conferencing device helps teachers or Business Educators' improve communication efficiency, facilitates, creates dialogue and encourage sharing of learning materials and video conferencing enables teachers communicate effectively with their students and helps in making courses more accessible by supporting open communication and enable teaching effective teaching events. The hypothesis testing to this research question showed no significant difference in the mean ratings of Business Educators in both universities in Rivers State.

### **Conclusion**

Based on the findings and discussion made, the researchers concludes that software internet resources for instructional delivery ought to be utilized effectively by Business Educators (teachers) for effective delivery of lecture to enhance technology application as it would also enhance digitalization and technology abilities. There is need for Business Educators teaching postgraduate to embrace the trend and be abreast to various software and internet resources to effectively perform their duties both locally and internationally.

### **Recommendations**

Based on the findings and conclusion made from the study, the researchers recommend the following:

1. Business Educators should utilize Microsoft excel and PowerPoint in teaching postgraduate students to enable them utilize it in calculations and computations of their work.
2. Software internet resources should be made available and accessible in Business Education programme in all universities offering Business Education in Rivers State.
3. There should be training and retraining of Business Educators on the usage of internet resources for instructional delivery.

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