



UTILIZATION OF COMMUNICATION TECHNOLOGIES AND BUSINESS EDUCATORS' JOB PERFORMANCE IN TERTIARY INSTITUTIONS IN CROSS RIVER STATE, CALABAR.

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Abstract

The main purpose of this study was to investigate the utilization of communication technological and business educators' job performance in tertiary institutions in Cross River State, Nigeria. To achieve the purpose of the study, two research questions were posed and two null hypotheses were formulated to guide the study. Literature was reviewed in line with the sub-independent variables under study. Survey research design was adopted for the study. A sample of eighty-two (82) business education lecturers participated in the study. This was achieved through census approach, since the population of the study was small and could be properly managed. The instrument for data collection was a structured questionnaire titled 'Utilization of Communication Technologies and Business Educators' Job Performance Questionnaire.' (UCFBEJPQ) The instrument was subjected to validation by three experts: one business educator and two measurement and evaluation experts. The reliability estimate of .70 to .86 was established for the instrument through Cronbach alpha method. Simple linear regression analysis was adopted as the statistical technique for data analysis. All of the two null hypotheses were tested at .05 level of significance. The result revealed that projector and computer significantly influenced business educators' job performance in tertiary institutions in Cross River State, Nigeria. Based on the findings, it was recommended among others that government and other stakeholders should ensure they give business education programme the needed attention and required funding for acquisition of modern technologies for effective instructional delivery.

Key words: *Communication Technologies, Business Educators', Job Performance, Tertiary Institutions.*

Introduction

Globally, it has been observed that countries with healthy economy embrace education as their bedrock. To prepare business education students for present and future tasks, there is need to incorporate different kinds of communication technologies into the school system. It is however obvious that a nation is as good as the education system it operates. Also, many complex and critical processes can be carried out with ease and greater efficiency with the help of communication technologies. The development of a country's educational system is dependent on the quality of communication technologies. The school environment of the 22nd century will be a center of electronic marvels when communication technologies are used (Osuala, in Okute&Iyam 2019). Similarly, Enang and Okute (2019) stressed that the acquisition of relevant skills for the e-world means leveraging on new technologies to improve the access and quality of education and training to business educators. However, business education is an essential component of this general education. Business education according to Idialu (2017) is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment, and self-employment by providing knowledge and skills to the learners thereby enabling them to adequately impart knowledge into others and handle sophisticated office technologies and information system. In the views of Nwosu and Crossdale (2018), business education is a subset of the general education programme that falls within the spectrum of vocational education. Duruamaku-Dim (2017) submitted that business education is a formidable force that drives individuals to acquisition of requisite skills, knowledge, abilities attitude values and competencies that enable them to be self-employed and self-reliant. A Business educator is a lecturer who has undergone an educational programme in Business Education and teach business education courses to students in school, or institutions (Idialu, 2017). The role of business



educators cannot be overemphasized as formal education at all level takes place in the classroom setting where teaching and learning are carried out (Duruamaku-Dim, 2017). Of all factors that determine the conduciveness of the classroom, the teacher (Business Educator) is the most important, he is the pivot of the teaching and learning process.

The role of business educator is geared toward achieving the university goals as stated in the National Policy on Education, (FRN, 2014) which include: teaching, research, dissemination of existing information, pursuit of service to the community and being store house of knowledge. To accomplish these responsibilities efficiently requires the use of modern technologies. Umoru, Mamman and Nguwap (2020) posited that PowerPoint (projector) has positive effect in improving Office Technology and Management students' academic performance in Webpage Design. The use of projector as a teaching tool is becoming more and more widespread with instructors in teacher education, especially with those who wish to integrate multimedia technology into their teaching and communication facilities used in the classroom. Afore and Ogwa (2018) stated that the extent of availability of PowerPoint resources is grossly inadequate for instructional delivery of business education technology education courses in tertiary institutions by lecturers is not encouraging.

The use of communication technologies in teaching and learning would enhance business educators job performance. Lecturers (business educators) who use computer system to work would gain quicker access to study materials through the internet. Crossdale, Mbaegbu and Nwosu (2019) reported the level of infrastructural decay and the existence of several barriers capable of militating against the teaching and learning of ICT in business subjects. Ementa and Onokpaunu (2019) postulated that that business education students performed slightly better in domesticated computer courses (BED 145, 244, 345 and 493) than Computer Appreciation (CSC 100) in 2013/14 academic session. Additionally, they also observed that business education students have a better performance in domesticated computer-oriented courses (BED 143, 244, 345, and 493) than Computer Appreciation (CSC 100) from 2014/2015 to 2016/2017 academic session. technological skills and competencies to design effective teaching strategies that can improve business student's performance in computer related course. Ementa and Onokpaunu (2019) posited that, educational administrators should collaborate with computer service providers on the training and retraining of computer lectures at least twice a year to enable them to acquire modern technological skills and competencies to design effective teaching strategies that can improve business educators' job performance.

Similarly, Duru (2015), saw job as a group of similar paid task you do for an employer. In the context of this work, Job is a paid position of regular employment that lecturers are assigned to do. Awodiji, Oluwalola, Ogbudinkpa and Awotunde, (2020), reported that lecturers' (business educators) job performance refers to the measure of the effectiveness of lecturers in relations to their roles and responsibilities in their workplace. This is used to examined whether lectures performed their job as expected or not. Lecturers' job performance according to Udo-Uwa and Etim, (2018), are work related activities expected of a lecturer and how well those activities are executed. Business educators' job performance is the extent to which business educators are effective in teaching, research, publication, community services and participate in the overall running of the school in order to achieve the expected objectives and goals of the school. Hence, business educators job performance can be measured through the following: teaching, research, publication and community service. These constitute the indicators of business educators job performance in relation to utilization of communication technologies. A highly performed lecturer should be a researcher, a creator and distributor of knowledge, a supervisor, a counsellor, a facilitator, a motivator, a guide, a technocrat, a model as well as a manager (Modebelu & Kalu-Uche, 2013). The individual ought to be pragmatic in sourcing lecture materials, updating ideas and issues, employing mutual learning techniques, encouraging participation in teamwork and contributing to knowledge creation

For quality education to be ascertained emphasis is to be placed on standard of teaching by business educators, because the performance of teachers is emphatic for the improvement of education. However, it has been observed that business educators in the study area have not been performing their job optimally. Some of the business educators rarely utilize communication technologies in their classroom. Saima, Qadire and Shazia, (2011) viewed that visual aids play an important role in teaching and learning process, it provides knowledge in depth and details, it makes teaching and learning concrete and effective, it motivates teachers and students and it brings about positive change in the classroom environment. Also, from the findings it was recommended among others that, teachers should be trained on how to use visual aids, teachers should plan their lesson before using it, universities should provide proper facilities and students should be trained for proper use of visual aids.



According to Meo, Shahabudin, Al Masri, Ahmed, Aquil, Anwer and Al-Dress (2013), exclusive oral teaching cannot be the key to successful pedagogy. However, to make the teaching learning process interesting, the teacher has to make use of instructional aid like the projector. Aina (2013) lamented that teachers were improvising teaching materials due to poor facilities which aid their teaching and also help students to learn more effectively. Asubiojo and Aladejana (2013) declared that, most of the instructional materials that can improve the teaching and learning of physics like projectors were not available while the little ones available like picture charts were not put into effective use. Based on the findings it was recommended among others that, efforts should be made by government and other stakeholders in

Teachers worldwide, Business educators inclusive, are known as facilitators of learning; and the quality of any educational system to a large extent depends on the caliber of its teachers (Duruamaku-Dim, 2017). As Okute (2013) puts it, the quality of education cannot be separated from the quality of its teachers. Hence, the quality of business teachers is paramount to the attainment of the goals of business education (Okute and Chukwurah, 2011). On this note their best performance as teachers cannot be overemphasized as they utilize communication technologies. Thus, education generally has received the massive penetrating influence of communication technologies application in the instructional delivery and had impacted on the quality and quantity of teaching and learning in the conventional and distance education learning system.

Going further, Safahie and Asemi (2008), who in their separate work revealed that most of the academic staff in tertiary institutions uses their personal computer in typing and browsing of information in the internet for research and other academic materials. In another research, Ajuluchukwu and Osakwe (2019) declared that lecturers did utilize ICT tools like Computer in teaching the students. Muhammed, Asma and Munnaza (2015) maintained that the level of ICT competence of lecturers significantly enhances their job efficacy.

Poor teachers job performance has damaging effect on students' personality development and a setback. The society on the other hand expects students to make their contribution to the society after they leave school. This aim will not be realized when the job performance of business educators is poor. According to Akinsolu (2017), there has been a much growing concern among parents, and the entire society; and within government circle over the high failure rate of students in colleges and tertiary institutions. According to Akinsolu (2017) students' low achievement result in colossal waste of scarce resources that could have been used for some other profitable venture. Although, some educators', (Okolocha & Onyeneke 2013; Akiri 2013; Vipinosa 2015 and Kehinde 2020) have attributed educators' poor performance to lack of motivational factors, instructional skills, professional skills, infrastructural facilities and capacity development. However, this problem still persists. The problem of poor job performance of Business Educators is connected with their low utilization of communication technologies. Communication technologies are tools, equipment and gadgets used for systematic application of knowledge to enhance classroom teaching and learning. They include computers, public address system, smart phone internet, video camera, video tape, PowerPoint projector, interactive television, interactive videos, software packages, flipcharts, interactive radios and many others. This shows modern ways of doing things, sharing responsibilities and dramatically improving institutional cultures, all of which falls within the standard of modern tertiary institutions with functional communication facilities.

Mafikuyomi, Ojetunde and Ojewale (2020) observed that business education is increasingly demanded to fill the gap which unemployment has created. The gap of youth graduating from the nations' tertiary institutions must be filled otherwise the social vices and youth restiveness that is in a high proportion cannot be averted. Therefore, there is unconditional needs to acquire business education through a teaching/learning process with optimum utilization of Information and Communication Technology (ICT). This is one of the means through which the programme could achieve its lofty goals. According to Ajuluchukwu and Osakwe (2019), ICT can be defined as the combination of technologies for collecting, storing, processing communicating and delivering of information. Okute and Nyam (2019) view ICT as those computer networks computerized devices that enhance processing and transfer of information to users or learners. However, in the context of this work, ICT is the use of computer, internet, projector, public address system, smart phone and other multi-medias resources for instructional delivery. There is, thus the belief that those academic institutions that are slow to embrace technological facilities at best miss the opportunity to lead changes and at worst run the risk of becoming less relevant among their contemporaries in the world (Akinsolu, 2016). Communication technologies in education would include: the teacher's utilization of computer, internet, public address system, smart phone, and projector in teaching and learning process that may result to excellent teaching. It is in the light of this that the government in recent times has encouraged the educational system through sponsoring ICT training of teaching staff, providing computer systems to some departments in some tertiary institution through tertiary education



trust fund (TETFUND) and has engaged some staff on workshop training in the utilization of ICT technologies like the computer and other communication technologies. According to Ajuluchukwu and Duruamaku-Dim (2013) due to ICT applications we have access to information that was previously neither available nor expected. However, it has been observed by the researcher that most Business Educators know the importance of these communication technologies and the benefits they bring. Some are already using some of these communication technologies like computer and internet, but only few have an in-depth knowledge of their utilization for enhancing their job performance especially as lecturers. Saima, Qadire and Shazia, (2011) viewed that visual aids play an important role in teaching and learning process, it provides knowledge in depth and details, it makes teaching and learning concrete and effective, it motivates teachers and students and it brings about positive change in the classroom environment. Also, from the findings it was recommended among others that, teachers should be trained on how to use visual aids, teachers should plan their lesson before using it, universities should provide proper facilities and students should be trained for proper use of visual aids.

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It has been a routine that Business Education students should defend their research project and their seminar work before graduation and this can best be facilitated using a projector under the lecturer's supervision. However, it has been observed that sometimes the projector is not often utilized during this occasion, but rather use the traditional method where students defend manually using manuscript. Presently, there is unprecedented quest for functional education globally. There appears to be a paradigm shift towards communication technologies use in classrooms. According to Chukwurah and Okute (2011), business education teachers equally require exceptional training with respect to communication technologies to enable them possess the ability, power authority, skill and knowledge required to fit into the information age. A burst in communication technologies, new skills, technologies and new methods of teaching students are emerging and being practiced among lecturers. Whether these communication technologies used by lecturers influence their job performance in tertiary institutions is what the study is focused on. It is in the light of this, therefore that this study is designed to investigate if communication technologies like public address system, smart phone, computer, internet, and projector can influence Business Educators job performance in Tertiary Institutions in Cross River State, Nigeria.

Research questions

The following research questions were posed to guide the study:

1. To what extent does utilization of projector influence business educators' job performance in tertiary institutions in Cross River State?
2. To what extent does utilization of computer influence business educators' job performance in tertiary institutions in Cross River State?

Statement of hypotheses The following null hypotheses were tested at .05 level of significance.

1. Utilization of Projector does not significantly influence business educators' job performance in Tertiary Institutions in Cross River State.
2. Utilization of Computer does not significantly influence business educators' job performance in Tertiary Institutions in Cross River State.



Methodology

The study adopted the descriptive survey design. According to Isangedighi (2012), descriptive survey design involves determining the nature of a situation as it exists at the time of investigation. The population of this study comprised all Business Educators in public tertiary institutions in Cross River State offering Business Education numbering a total of 82. The study adopted census approach such that all members of the population were involved in the study. This was possible because Business Educators in public tertiary institutions in Cross River State are relatively few, hence the size of the population for the study is manageable. The sample size for this study consisted of all Business Educators in public tertiary institutions in Cross River State, numbering a total of 82.

The sample comprised 203 respondents. The area of the study covers business educators in tertiary institutions in Cross River State. The main instrument used for data collection in this study was a structured questionnaire developed by the researcher with the help of the supervisor titled "Utilization of Communication Technologies and Business Educators Job Performance Questionnaire" (UCTBEJPQ). The items were generated during reviewing literature.

Respondent were required to indicate their extent of agreement/disagreement under various responses (Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instrument validity was established by experts in Business Education and Measurement and Evaluation who helped to scrutinize the questionnaire. The reliability of the research instrument was established with Cronbach Alpha reliability analysis and the index ranged from 0.71 to 0.77. The research questions were analyzed using mean and standard deviation, while the stated hypotheses were tested using simple linear regression .05 alpha level..

Results

Research Question 1. To what extent does utilization of projector influence business educators' job performance in tertiary institutions?

Table 1. Respondents Means and standard deviations of utilization of projector and business educators' job performance in tertiary institutions. n=82

S/No	Utilization of projector	X	SD	Remarks
1	Use projector to convey information in text to my students most of the time	2.40	.842	Low Extent of Utilized
2.	Find teaching easier while teaching with a projector	2.32	.688	Low Extent of Utilized
3.	Do not see projector as efficient for me to use in class for lesson	2.11	.849	Low Extent of Utilized
4.	Rarely use projector in any of my classes to evaluate my students	2.59	.749	High Extent of Utilized
5.	Use projector in all my presentations to project my image	2.25	.666	Low Extent of Utilized

Key: \bar{X} =Mean, SD=Standard Deviation

Table 1 show the mean and standard deviations of respondents on to what extent does utilization of projector influence business educators' job performance in tertiary institutions. The result obtained show that only item 4 had mean ratings of 2.59 with standard deviations of 0.749. This mean value is above the bench mark value of 2.50 which implies agreed. This means the following respondents on to what extent does utilization of projector influence business educators' job performance in tertiary institutions are agreed. This include: rarely use projector in any of my classes to evaluate my students. However, use projector to convey information in text to my students most of the time, find teaching easier while teaching with a projector, do not see projector as efficient for me to use in class for lesson, and use projector in all my presentations to project my image were disagreed because their mean values were less than the bench mark value of 2.50 which implies disagreed.

Hypothesis One:

Utilization of Projector does not significantly influence business educators' job performance in Tertiary Institutions in Cross River State.



Table 2: Regression Summary for the influence of utilization of Projector on business educators' job performance in Tertiary Institutions in Cross River State

Model	Source	df	Sum of Squares	Mean Square	F	Sig.
1	Regression	1	104.984	104.984	6.558	.011 ^b
	Residual	80	5059.004	16.010		
	Total	81	5163.987			
Parameter Estimate						
	Variable	B	SE	r²	r² (adjusted)	
	(Constant)	10.184	1.120			
	Utilization of Projector	0.954	.372	0.200	.170	

The result in Table 2 showed the simple linear regression analysis of the influence of utilization of Projector on business educators' job performance in Tertiary Institutions in Cross River State. The result showed that the regression coefficient for utilization of Projector was 0.954 and significant at $p < 0.05$ level. The coefficient of determination r^2 was found to be 0.200 the value revealed that utilization of projector accounted for 20% of business educators' job performance in Tertiary Institutions in Cross River State. Table 2 also reveals a β weight of 10.184. The regression equation therefore is $Y = 0.954x + 10.184$. Besides, table 2, revealed that analysis of variance for the regression data produced an F-value of 6.558 and significant at $p < 0.05$ levels therefore hypothesis 1 was not retained ($p < 0.05$), this means that the result is significant. Therefore, the null hypothesis which stated that there is no significant influence of utilization of Projector on business educators' job performance in Tertiary Institutions in Cross River State is rejected. Inference drawn therefore is that utilization of Projector significantly influences business educators' job performance in Tertiary Institutions in Cross River State.

Research Question 2. To what extent does utilization of computer influence business educators' job performance in tertiary institutions?

Means and standard deviations of utilization of computer and business educators' job performance in tertiary institutions. $n=82$

S/No	Utilization of computer	X	SD	Remarks
1	Use my computer all the time to teach	2.60	.842	High Extent of Utilized
3.	Hardly give lecture note without the use of computer Utilized	2.59	.688	High Extent of Utilized
4.	Sometimes do not find it relevant to use computers in class Utilized	2.63	.839	High Extent of Utilized
5.	Use computer to create databases for all my students' in my class Utilized	2.80	.848	High Extent of Utilized
6.	Sometimes bring the computer as my lecture material to the class. Utilized	2.88	.736	High Extent of Utilized

Key: \bar{X} =Mean, SD=Standard Deviation

Table 3 show the mean and standard deviations of respondents on to what extent does utilization of computer influence business educators' job performance in tertiary institutions. The result obtained show that items 1, 2, 3, 4, and 5 had mean ratings of 2.60, 2.59, 2.63, 2.80, and 2.88 with standard deviations of 0.842, 0.688, 0.839, 0.848, and 0.736. These mean values are above the bench mark value of 2.50 which implies agreed. This means the following respondents on what extent does utilization of computer influence business educators' job performance in tertiary institutions are agreed. This include: use my computer all the time to teach, hardly give lecture note without the use of computer, sometimes do not find it relevant to use computers in class, use computer to create databases for all my students' in my class, and sometimes bring the computer as my lecture material to the class.

Hypothesis Two:

Utilization of Computer does not significantly influence business educators' job performance in Tertiary Institutions in Cross River State



Table 4: Regression summary for the influence of utilization of computer on business educators' job performance in Tertiary Institutions in Cross River State

Model	Source	df	Sum of Squares	Mean Square	F	Sig.
1	Regression	1	186.111	186.111	11.814	0.001 ^b
	Residual	79	4977.877	15.753		
	Total	80	5163.987			
Parameter Estimate						
	Variable	B	SE	r²	r² (adjusted)	
	(Constant)	9.313	1.094			
	Utilization of computer	of 1.204	0.350	0.360	0.330	

The result in Table 4 showed the simple linear regression analysis of the influence of utilization of computer on business educators' job performance in Tertiary Institutions in Cross River State. The result showed that the regression coefficient for utilization of computer was 1.204 and significant at $p < 0.05$ level. The coefficient of determination r^2 was found to be 0.360 the value revealed that utilization of computer accounted for 36% of business educators' job performance in Tertiary Institutions in Cross River State. Table 4 also reveals a β weight of 10.324. The regression equation therefore is $Y = 1.204x + 9.313$. Besides, table 4, revealed that analysis of variance for the regression data produced an F-value of 11.814 and significant at $p < 0.05$ levels therefore hypothesis 2 is not retained. ($p < 0.05$), this means that the result is significant. Therefore, the null hypothesis which stated that there is no significant influence of utilization of computer on business educators' job performance in Tertiary Institutions in Cross River State is rejected. Inference drawn therefore is that utilization of computer significantly influences business educators' job performance in Tertiary Institutions in Cross River State.

Discussion of findings

The findings emanated from this study were discussed as presented below.

Utilization of projector and business educators' job performance

The finding in table 1 revealed that the extent to which utilization of projector influence business educators' job performance in tertiary institutions include; rarely use projector in any of my classes to evaluate my students. The result from the test of hypothesis 1 in table 2 revealed that utilization of projector accounted for 20% of business educators' job performance in Tertiary Institutions in Cross River State. Also that utilization of Projector significantly influences business educators' job performance in Tertiary Institutions in Cross River State. The present finding agrees with that by Umoru, Mamman and Nguwap (2020) who found that teaching with PowerPoint (projector) has positive effect in improving Office Technology and Management students' academic performance in Webpage Design. Also in conformity with the present finding is that by Afore and Ogwa (2018) which revealed that the extent of availability of PowerPoint resources is grossly inadequate for instructional delivery of electrical/electronic technology education courses in tertiary institutions in Benue State. Hence, its utilization by lecturers is not encouraging.

Again, Saima, Qadire and Shazia (2011) findings revealed that respondents viewed visual aids to play an important role in teaching and learning process, it provides knowledge in depth and details, it makes teaching and learning concrete and effective, it motivates teachers and students and it brings about positive change in the classroom environment.

However, the present finding disagrees with the finding of Asubiojo and Aladejana (2013) which revealed that, most of the instructional materials that can improve the teaching and learning of physics like projectors were not available while the little ones available like picture charts were not put into effective use.

The present study also disagrees with Aina (2013) findings of the hypotheses tested showed that most secondary school teachers under the study area do not use projector, public address system, set of computers, models, radio and video as the percentage of their availability and utilization was absolutely low. It was also found in the study very poor use of computer.



Utilization of computer and business educators' job performance

The finding in table 3 revealed that the extent utilization of computer influence business educators' job performance in tertiary institutions include: use my computer all the time to teach, hardly give lecture note without the use of computer, sometimes do not find it relevant to use computers in class, use computer to create databases for all my students' in my class, and sometimes bring the computer as my lecture material to the class. The result from the test of hypothesis 2 in table 4 revealed that the utilization of computer accounted for 36% of business educators' job performance in Tertiary Institutions in Cross River State. Also that utilization of computer significantly influences business educators' job performance in Tertiary Institutions in Cross River State. The present findings agree with that by Ementa and Onokpaunu (2019) whose findings revealed that business education students performed slightly better in domesticated computer courses (BED 145, 244, 345 and 493) than Computer Appreciation (CSC 100) IN 2013/14 academic session. Affirmatively, Victor and Faga (2015) findings reveals that lecturers have average level of computer literacy skills and used it for computation of students results, typing and printing of lecture notes, browsing the internet for information, sending e-mails etc. In addition, Safahie and Asemi (2008) work revealed that most of the academic staff in tertiary institutions uses their personal computer in typing and browsing of information in the internet for research and other academic materials. Equally, Ajuluchukwu and Osakwe (2019) finding revealed that lectures did utilize ICT tools like Computer in teaching the students. Also, there was no significant difference in the mean ratings of business education students in enhancing their employability potentials. Again, Muhammed, Asma and Munnaza (2015) result of the study revealed that male and female lectures do not differs significantly in their level of ICT competence. Lectures with high ICT competence were found to be more efficacious in classroom instruction, research and publication, communication and record keeping, than those with average and low ICT competence. However, the present study did not conform with Crossdale, Mbaegbu and Nwosu (2019) who found that the level of infrastructural decay and the existence of several barriers capable of militating against the teaching and learning of ICT in business subjects.

Conclusion

The teaching profession over the last few years has grown beyond the chalk talk and dictate method. This has been the predominantly used method in the teaching of business education courses. And this has fallen short of current trends, where business educators are faced with instructional challenges. The profession is now technological driven, with technologies to power it. Business educators are required to perform well in the classroom and in research. The need for business educators to key in fully in the use of these communication technologies cannot be overemphasize. From the findings of the study, it revealed that communication technologies like projector, public address system, computer, internet, and smart phone if used effectively would influence business educators job performance.

Recommendations

Based on the findings of the study the following conclusions were made:

1. Institutions should allocate sufficient budgetary resources to acquire modern projectors and ensure their availability in all business education classrooms and lecture halls.
2. Establish dedicated technical support teams to assist educators with any computer-related issues and ensure the smooth functioning of ICT resources

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