

**EXTENT OF UTILIZATION OF INTRANET/TELECONFERENCING IN
TEACHING BUSINESS EDUCATION COURSES IN TERTIARY
INSTITUTIONS IN ANAMBRA STATE**

OKOYE ANTHONIA CHINYERE

Department of Vocational Education

**Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus
Anambra State**

&

AHUBARAEZEAMA CYNTHIA CHINELO

Department of Vocational Education

**Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus
Anambra State**

Email: ahubaraezeamacy@gmail.com

Abstract

The need to enhance the teaching of business education courses necessitated this study. The study determined the extent of utilization of intranet/teleconferencing in teaching business education courses in tertiary institutions in Anambra State. One research question guided the study and one null hypothesis was tested at .05 level of significance. Descriptive survey research design was adopted and the population of 113 business educators from five tertiary institutions that offer business education programme was studied without sampling. The instrument for data collection was a structured questionnaire containing 7 items and validated by three experts in the field of business education and measurement and evaluation. Pilot testing was used to establish the reliability of the instrument and Cronbach Alpha was used to test the internal consistency of the instrument which yielded coefficient of .93. One hundred and seven (107) duly completed copies of the instrument were retrieved and used for the study. Mean and standard deviation were used to answer the research question and determined the homogeneity of the respondents' ratings while the t-test was used to test the hypothesis. Findings revealed that business educators in Anambra State utilized intranet and teleconferencing in teaching business education courses in tertiary institutions at a low extent. Gender did not significantly influence respondents' mean ratings on the extent they utilize intranet/teleconferencing in teaching business education courses. Based on the findings of the study, the researcher concluded that the extent of utilization of intranet/teleconferencing in teaching business education in tertiary institutions in Anambra State is still low. It was therefore recommended among others that; authorities of tertiary institutions should periodically organize conferences, seminars and workshops on intranet/teleconferencing utilization skills for the benefit of the business educators.

Keywords: Utilization, Intranet/Teleconferencing, and Business Education Courses

Introduction

The advent of new technologies has permeated every aspect of human endeavour including business education programme. Business Education is an important part of development of an individual's work life and which opens doors to excellent career opportunities. For effective delivery of business education to take place, there must be interaction between the teacher and the students through the use of new technologies. New technologies are aspect of digital resources that aid effective teaching processes. Fasae and Olowe (2016) stated that new technologies have great potential for knowledge dissemination, effective learning, and the development of more efficient educational services including business education.

Business Education is a skill-based programme that trains students for office careers or occupations and for entrepreneurship, as distributors of goods and services, or as users of information (Okolocha&Nwadiani, 2015). It equips students with knowledge and skills to find job after graduation across territorial boundaries or to become self-employed (Ogben and Amahi, 2018). Course Options in Business Education programme are Accounting, Office Technology and Management (OTM), Economics and Marketing/Distributive Education. These courses enable the programme to produce competent business education graduates ready to fit into highly competitive labour market. According to Ile (2018), to ensure optimum teaching and learning of contents under the best conditions, business education departments are expected to be adequately and sufficiently provided with requisite new technologies.

New technologies are electronic facilities used for instructional delivery. UNESCO (2016) defined new technologies as the application of scientific knowledge, devices and system to facilitate the information/communication driven activities. Adu, Eze, Salako and Nyangahi (2017) stated that new technologies consist of computers, scanners, printers, internet, videophone system, teleconferencing devices, and wireless application protocol (WAP), satellites, and multimedia projectors among others. Other new technologies include virtual reality (VR) and intranet/telecommunication technologies. Intranet is a private computer network that uses internet protocol technology to secure and share organization's information or network operating system within the organization (Ogunlade and Olafare, 2017). Intranet may host multiple private websites and constitute an important component of organization, and include HTTP, SMTP, and FTP. Intranet enhances the use of teleconferencing by both the lecturers and teacher in collaboration to improve teaching and learning.

Teleconferencing simply means meeting through a telecommunications medium. It is a generic term for linking people between two or more locations by electronics (Tiwari, Gupta and Tiwari, 2015). The Society of American Gastrointestinal and Endoscopic Surgeons cited by Tiwari et al. (2015) defined teleconferencing as a real-time and live interactive course of work in which one set of participants are at one or more localizations and the other set of participants are at some other. Teleconferencing has been used for years by many businesses to decrease travel associated costs and is now being employed increasingly in educational delivery. It is a very useful tool in teaching and learning. Teleconferencing technologies allows for interaction, including sound recording and/or video, and possibly other modalities between at least two sites. It can be utilized for teaching (Didactic lectures, demonstration of course contents, and demonstration of use of

equipment). There are at least six types of teleconferencing: audio, audiographic, computer, video, business television (BTV), and distance education.

Recently, intranet/teleconferencing has been gaining popularity in the field of education across the globe (Urazbaev and Kholmatov, 2019). Intranet is utilized to support teaching and learning. Urazbaev and Kholmatov observed that not all educational institutions are exploiting intranet technologies benefits. The authors noted that higher institutions in developing countries do not utilize intranet/telecommunication to high extent. Intranet/teleconferencing enable information sharing between lecturers and students. Rajalampi (2011) stated that the utilization of intranet/teleconferencing by lecturers enhance students' motivation, engagement, and online socialization. Okeke and Azubuike (2021) reported that the low utilization of intranet technologies in teaching in Nigerian tertiary institutions is due to lack of deployment of these technologies in tertiary institutions. Saka (2015) regretted that there are no adequate intranet/teleconferencing provided in various departments of tertiary institutions in Nigeria which affect lecturers' utilization of these technologies in enhancing instructional delivery.

The society is generally digital technology-driven and in order to keep abreast of these changes, there must be a restructuring in the knowledge and skills offered to business education students. The 21st century offices are electronic-based and paperless. This means that every office work is done with the use of computer. It is based on this that most business education department in tertiary institutions are building ICT centers, improved computer laboratories as well as offering professional courses in computer studies to produce graduates that can easily adapt to the ever changing business environment. Business educators must constantly update their intranet/teleconferencing skills in order to effectively utilize these technologies in teaching business education courses.

Utilization in the context of this study is the use of intranet/teleconferencing in educational setting. The extent to which intranet/teleconferencing are employed to teaching processes can be influenced by gender. Gender is the range of characteristic pertaining to, and differentiating between femininity and masculinity. Gender has been attributed as a significant variable in explaining the new technology acceptance behaviour of humans. Gender influence is one of the factors that determine the extent of teacher ICT acceptance (Emeasoba and Nweke, 2016). For instance, studies infer that male teachers experience less anxiety about ICT and make more frequent use of it than female teachers (Agboola, 2006). Moreover, female teachers tend to show lower self-confidence or knowledge ability than males about using computers (Godwin-Maduike and Nwazor, 2017). Since the mid-20th century, gender and new technology works hand in hand. Utilization of new technology is being carried out by male and female business educators. The extent they utilize intranet/teleconferencing technologies for teaching business education courses could depend on their gender. It is against this back drop that this study was carried out to determine the extent of utilization of intranet/teleconferencing in teaching business education courses in tertiary institutions in Anambra State.

Statement of the Problem

Business education programme being a skill development programme seem to be worst hit by the dearth of new technologies on the one hand and the skills needed to effectively integrate them on the other. The consequence is that the programme is faced

with the challenge of producing the needed manpower for the world of work. New technologies improve the quality of business education programme, and expand access to practical areas that has been neglected through the use of traditional method of ‘talk and chalk. However, this aim remains unrealized in business education programme due to the challenges of unavailable and inadequacy of new technologies for instructional delivery. This has generated serious concern among business educators and researchers in business education.

According to Achugbue (2015), business educators in tertiary institutions would achieve the goals of teaching if new technologies such as computers, projectors, internet, and intranet/teleconferencing among others are adequately provided and utilized. Many tertiary institutions do not give adequate priority and attention to the acquisition and utilization of new technologies (intranet/teleconferencing inclusive) needed for teaching and learning. The dearth of these technologies make it difficult to teach and prepare business education students for the use of new technologies now and in future world of work. The utilization of intranet and teleconferencing in business education are challenged by lack of sustainable professional development for business educators who are required to fully integrate these technologies into classroom practices (Nagel, 2016). The problem of this study, therefore, is that business education graduates seem not to have acquired the necessary skills required of them in the field of work. This study therefore determined the extent of utilization of intranet/teleconferencing in teaching business education courses in Anambra State.

Research Question

The following research question guided the study;

1. To what extent do business educators utilize intranet and teleconferencing in teaching business education courses in tertiary institutions in Anambra State?

Null Hypothesis

The following null hypothesis was tested at .05 level of significance:

Ho₁: There is no significant difference in the mean responses of male and female business educators on the extent of utilization of intranet and teleconferencing in teaching business education courses in tertiary institutions in Anambra State.

Methods

The study adopted a descriptive survey research design. The study was carried out in the five tertiary institutions in Anambra State that offer business education programme. Tertiary institutions in Anambra state are 8 while only 5 are currently offering business education programme. The population of the study comprised 113 business educators. There are 6 business educators from Chukwuemeka Odumegwu Ojukwu University, 21 from Nnamdi Azikwe University, 6 from Madonna University Nigeria, Okija, 64 from Federal College of Education (Technical) Umunze and 16 from Nwafor Orizu College of Education Nsugbe. The population was not too large to give rise to sampling. Hence, the entire population was used for the study. The study adopted census sampling technique.

The instrument for data collection was a structured questionnaire titled “Extent of Utilization of Intranet/Teleconferencing in Teaching Business Education Courses Questionnaire (EUIT-TBECQ). The face and content validity of the instrument was

established using the opinions of three experts, two experts from Department of Vocational Education and one expert from Measurement and Evaluation all from Faculty of Education, ChukwuemekaOdumegwuOjukwu University, Igbariam campus. The reliability of the instrument was established using pilot-test and data were analyzed using Cronbach Alpha which yielded a correlation coefficient of .93. The researcher administered 113 copies of questionnaire to the respondents with the help of three research assistants while 107 copies were returned and found usable. Data collected were analyzed using mean and standard deviation to answer the research question and determine the homogeneity of the respondents' opinions. t-test was used to test the null hypothesis at .05 level of significance. A hypothesis was rejected where the p-value is less than the alpha value but accepted where the p-value is greater or equal to the alpha value. All the analyses were done using SPSS version 23.

Results

Research Question 1

To what extent do business educators utilize intranet and teleconferencing in teaching business education courses in tertiary institutions in Anambra State?

Table 1: Respondents' Mean Ratings on the Extent Business Educators Utilize Intranet and Teleconferencing in Teaching Business Education Courses in Tertiary Institutions (N = 107)

S/N	Intranet and teleconferencing	$\bar{x}$	SD	Remarks
1.	Through wifi (Routers)	1.64	.48	Low Extent
2.	Google workspace	1.64	.50	Low Extent
3.	provision of electricity	3.48	.31	Moderate Extent
4.	Microsoft share point	1.53	.56	Low Extent
5.	Provision of school network	2.57	.50	Moderate Extent
6.	Provision of Digital Library	3.40	.46	Moderate Extent
7.	Video tele-conference	2.32	.49	Low Extent
Cluster Mean		2.37	.47	Low Extent

Data in Table 1 show that items 3, 5 and 6 are utilized by business educators in teaching business education courses at a moderate extent with mean scores ranging between 2.57 and 3.48 while the remaining four items (items 1, 2, 4 and 7) are utilized at a low extent. The cluster mean score of 2.37 shows that on the whole, business educators in Anambra State utilize intranet and teleconferencing in teaching business education courses in tertiary institutions at a low extent. The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

Hypothesis 1

H₀₁: There is no significant difference in the mean responses of male and female business educators on the extent of utilization of intranet and teleconferencing in teaching business education courses in tertiary institutions in Anambra State.

Table 2:Summary of t-test Analysis of Significant Difference between Male and Female Business Educators on the Extent of Utilization of Intranet and Teleconferencing in Teaching Business Education Courses in Tertiary Institutions

Gender	N	$\bar{x}$	SD	Df	t-value	p-value	Decision
Male	39	2.47	.57	105	.17	.06	Not significant
Female	68	2.36	.63				

Data in Table 2 show that t-value of .17 at 105 degree of freedom with a p-value of .06 is greater than the criterion value of .05 (.06>.05). This means there is no significant difference in the mean responses of male and female business educators on the extent of utilization of intranet and teleconferencing in teaching business education courses in tertiary institutions in Anambra State based on gender. Therefore the null hypothesis was accepted.

Discussion of Findings

Findings of the study showed that business educators in Anambra State utilize intranet and teleconferencing in teaching business education courses in tertiary institutions at a low extent. Findings of the study aligns with that of Razak and Zohora (2012) which revealed that lecturers' use of new technologies in teaching in Nigerian tertiary institutions was low. The findings of this study surprisingly is considering the importance of intranet and teleconferencing facilities such as Google workplace, Microsoft share point, video teleconferencing to enhancing the teaching of business education courses. This scenario could be linked to lack of training of business educators on how to utilize these technologies in delivering instruction. In support of this view point, Ayere, Odera and Agak (2010) stated that in tertiary institutions, a number of lecturers had not received enough training in new technological skills during their formative years at teachers training institutions before joining the profession. Ifeakor and Okoli (2011) reported that lecturers have made effective use of new technologies in assessment of the students but not in teaching them. ICT is still not fully reflected in the teaching and learning process in faculties of education in tertiary institutions across Nigeria. The authors posited that the inability of business educators to integrate ICT in teaching processes leads to business education programme missing out on the benefits of ICT.

Consequently, the findings revealed that there is no significant difference in the mean responses of male and female business educators on the extent of utilization of intranet and teleconferencing in teaching business education courses in tertiary institutions in Anambra State. In agreement, Onasoga (2011) reported that there was no significant difference in the mean ratings of male and female business education lecturers on the level of utilization of ICT resources. It could be that both male and female business educators are affected by the constraints to effective utilization of intranet and teleconferencing in

teaching business education courses. This may have influence their homogeneity in perception on extent of utilization of intranet and teleconferencing in teaching business education courses in tertiary institutions in Anambra State.

Conclusion

From the findings of this study, one can see that intranet/teleconferencing which could help in improving the teaching of business education courses, bridge gaps that exist between theories and practice in business education, widen student's knowledge in business education courses and improve students' acquisition of digital skills are utilized at a low extent. Despite the aforementioned importance of intranet/teleconferencing in achieving the objectives of business education in tertiary institutions in Anambra State, they have not been widely utilized by business educators in teaching. Utilization of these technologies will not only revolutionize the teaching of business education, it will stimulate the development of students' innate scientific and critical thinking abilities. Based on the findings of this study, the researcher concludes that the extent of utilization of intranet/teleconferencing in teaching business education in tertiary institutions in Anambra State is still low.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. The Federal and State governments should seriously support tertiary institutions in Anambra State to procure intranet/teleconferencing technologies for business education departments to enable them impart the requisite skills to the students.
2. Authorities of tertiary institutions should periodically organize conferences, seminars and workshops for business educators on intranet/teleconferencing for proper skills acquisition and effective utilization in lesson delivery
3. Business educators should jettison their old and traditional methods of teaching and adopt more of new technologies in order to effectively equip students with digital skills for global competition.

References

- Adu, E.O.; Eze, I.R.; Salako, E.T. & Nyangehi, J.M. (2017). New technologies and distance education in Nigeria. *International Journal of Science Technology*, 2(2), 2003-2010.
- Achugbue I. E. (2015). The relevance of information and communication technology in Nigeria Universities. *Research in Education* 17 (1), 146 – 152
- Apagu, V.V. & Wakili, B. A. (2015). Availability and utilization of new technology facilities for teaching and learning of vocational and technical education in Yobe State Technical Colleges. *American Journal of Engineering Research*, 4(2), 113-118.
- Ayere, F., Odera, Y. & Agak, J. (2010). E-learning in secondary schools in Kenya: A case of the NEPAD Eschools. *Educational Research and Reviews*, 5(5) 218-223.
- Eneasoba, N. C. & Nweke, O. M. (2016). Level of availability of new technology facilities in teaching and learning of OTM in polytechnics of south eastern states in

- Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies* 7(6), 404-413.
- Fasae, F.B.K & Olowe, M.O. (2016). New technologies and business education: Ergonomic application. *Nigerian Journal of Business Education*.1(3), 239-249.
- Gabadeen, W. O., Alabi, A. T. & Akinnubi, O. P. (2015). Availability, accessibility and utilization of new technologies for tertiary institutions in federal capital territory, Abuja-Nigeria. *Asia Pacific Journal of Education, Arts and Sciences*, 2(2), 1 – 8.
- Godwin-Maduike, C. C. & Nwazor, J. C. (2017). Extent of availability and utilization of new technologies by teachers of business courses in tertiary institution in Lagos State. *International Journal of Innovative Research and Advanced Studies*, 4(8), 66 – 73.
- Ifeaaakor, A.C. & Okoli J.N. (2011). Optimizing E-learning Opportunities for Effective Assessment in Science Education in Nigerian State University. In Onyeghegbu, N. and Eze, U. (eds) *Optimizing New Technologies Opportunities for Effective Education Service Delivery*. Publication of Institute of Education (UNN).
- Ile, C.M. (2018). Adequacy of instructional facilities and education programme in colleges of education: Evidence from the Eastern States of Nigeria. *Business Education Journal*.3(4), 168-177.
- Mandara, B. (2012). Utilization of Information and Communication Technologies (ICT) in the Teaching of Office Education Graduates in Adamawa State Tertiary Institutions. *Journal of Education and Policy Review*, 4 (1), 1-9.
- Ogben, F. & Amahi, F.U. (2018). Business education in a globalize society: Issues, challenge and strategies. *Book of Readings of ABEN*, 1(8), 37-42.
- Ogunlade, B. O. & Omodara, D. O. (2020). Influence of Multimedia on Students Learning of Business Studies in Ekiti State, Nigeria. *Journal of Library, Science Education and Learning Technology (JOLSELT)*, 2(1), 154-161.
- Okeke, C. M. & Azubuike, F. C. (2021). Utilization of Telecommunication Technologies for Educational Enhancement of Library Schools in Selected Universities in South East, Nigeria. *Benue Journal of Library, Management and Information Science (BJLMIS)* 11(2), 5-20.
- Okolocha, C.C. & Nwadiani, C.O. (2015). Assessment of utilization of ICT resources in teaching among tertiary institution business educators in South Nigeria. *Journal of Education and learning*, 4(1), 1-10.
- Onasanya, S. A., Shehu, R. A., Ogunlede, O. O. & Adefuye, A. L. (2011). Teacher's awareness and extent of utilization of ICTs for effective science and health education in Nigeria. *Singapore Journal of Scientific Research*, 1, 49-58.
- Rajalampi, M. (2011). The role of the intranet in enhancing communication and knowledge sharing in a multinational company:—Create, store, retrieve, transfer, use and share information!! Retrieved from https://aaltodoc.aalto.fi/bitstream/handle/123456789/722/hse_thesis_12590.pdf?sequence=1
- Razak, A. & Zohora, F. (2012). ICT utilization among school teachers and principals in Malaysia. *International Journal of Academic Research in Progression Education and development*, 1(4), 2226-2248.

- Saka, K. A. (2015). Trends in Library and Information Science Education in Nigeria in the 21st Century. *International Conference on 21st Century Education at HCT Dubai Men's College UAE*, 7(1), 209-224.
- Tiwari, R. K., Gupta, A. & Tiwari, V. (2015). Teleconferencing, an important tool of information technology, its use in medical education: A review. *International Journal of Multidisciplinary Research and Modern Education(IJMRME)*, I(I), 227-287.
- UNESCO, (2016). *Information and communication technology: A curriculum for schools and programme of teacher development*. France: IFIP Working Paper.
- Urazbaev, K. & Kholmatov, A. (2019). Exploring Intranet use in higher education: The case of two Uzbek Universities. *International Journal Of Scientific & Technology Research*, 8(12), 3743-3745.