Global Journal of Education, Humanities and Management Sciences (GOJEHMS);
Vol.5 No.1, March 2025, pg.174 – 186; ISSN(Print): 2705-2494; ISSN(Online):2705-2486

INFLUENCE OF DIGITAL SWITCHOVER INSTRUCTIONAL MANAGEMENT AND MANAGEMENT (OTM) SKILLS IN COLLEGES OF EDUCATION IN SOUTH-SOUTH NIGERIA

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Abstract
The study investigated the influence of digital switchover instructional management in teaching of Office Technology and Management (OTM) skills in Colleges of Education in South-South Nigeria. Descriptive survey research design was adopted for the study. The population of this study comprised 262 business educators in the eight Colleges of Education in South South Nigeria, where business education programme is offered. The sample consisted of 262 business educators and since the sample size is not too large census sample technique was used. Self structured questionnaire was used as instrument for data collection. The instrument was subjected to face validation. The instrument was subjected to reliability test to know the internal consistency. The method used for the reliability was trial –testing using 10 business educators from Nwafor Orisu College of Education, Nsugbe and Alvan Ikoku College of Education Owerri. Data collected were analyzed using Crombach Alpha method. The digital switchover instructional management yielded coefficient values of: clear vision (0.893), technology planning (0.873) and professional development (0.868), on the other hand, office technology management (OTM) skills was 0.867. Data collected were analyzed using mean ratings and standard deviation for research questions. One was ANOVA was used for the test of formulated hypotheses. The researcher rejected the null hypothesis when the resulting p-value was less than the alpha level of 0.05. Conversely, the null hypothesis was retained when the p-value exceeded 0.05. The findings of this study established that effective teaching of office technology and management (OTM) skills in Colleges of Education is strongly shaped by leadership, technology, funding and collaboration. Clear vision leadership provides direction and motivation, while deliberate technology planning ensures integration of modern ICT tools that enhance skill acquisition. Based on the findings of the study, it was recommended that Colleges of Education administrators should articulate and

sustain a clear institutional vision that aligns OTM teaching with skill-based outcomes. Administrators of education should prioritize technology planning to ensure ICT tools and modern equipment are consistently available. Government and education stakeholders should increase funding allocations for OTM laboratories and digital infrastructure to be effectively utilized in the teaching of OTM skills.

Keywords: Digital Switchover Instructional Management OTM Skills, Switchover Instructional Management.

Introduction

Persistent influx of advanced technologies in the society has revolutionized every facet of the economy. Academic institutions are on daily basis battling to keep their instructions and products useful to the market demand thereby bringing in different sophisticated office technologies for effective modern teaching and learning to take place. Office technology is seen as the use of digital tools to facilitate administrative tasks in modern offices. Adewumi and Mulkah (2019) see office technology as "the application of scientific knowledge and equipment in performing office tasks to increase productivity and efficiency." This includes computers, software applications and internet-enabled platforms. Another definition by Edna, Iwuoha and Alhassin (2022) sees office technology as "range of tools that support administrative functions, ensuring speed, accuracy and professionalism." These definitions highlighted how office technology enables users to execute tasks with efficiency and effectiveness.

The significance of office technology cannot be overstated, as it enhances organizational efficiency, reduces human error and supports data management and communication flow. It is vital in record keeping, correspondence and document processing all of which are crucial in academic environment. Office technology also supports distance learning and digital literacy, making it an indispensable component of modern educational training. Given these, it is essential to introduce office technology skills, which are specific competencies required to operate office technology tools effectively. Office Technology and Management skills, therefore are skills needed to gain employment, knowledge and attitudes that are required in the modern office using both software and hardware applications to carry out the specific technical capabilities required to use digital tools for office functions.

Carlson and Gadio (2020) opined that Office Technology and Management Education skills is the acquisition of knowledge, competencies and abilities to operate modern technologies and carryout operational tasks. Ukonu et al listed OTM skills as: keyboarding skills, computer ICT skills, communication skills, critical problem-solving skills so on. Hirux (2023) outlines Office Technology and Management (OTM) skills which guided this study as learning skills, literary skills and life skills. Ganiyu (2019) described these skills as "practical competencies which are needed for digital interaction, data handling and administrative support." These skills are crucial for fostering professionalism, accuracy and digital competence in educational and corporate offices.

Acquiring Office Technology and Management skills equips individuals with the proficiency needed for modern office environments, employability skills and promotes self-efficacy in task execution. These skills empower pre-service business educators to handle digital tools

and instructional technologies confidently, preparing them for real-world challenges in schools and offices. They also enhance adaptability to changing workplace demands, thereby fostering innovation and problem-solving. Office Technology and Management skills play a vital role in vocational education by bridging the gap between theoretical knowledge and practical application. These skills ensure that graduates are job-ready and capable of functioning independently in diverse work environments. For business educators, this combination is critical, as it enhances their teaching capacity, administrative competence and technical versatility, positioning them as agents of economic development and educational advancement. For effective teaching of OTM skills, educators should embrace digital switchover management and instructional delivery.

Digital switchover is a new concept that is referred to as the use of computer, Internet and other electronic devices to transfer knowledge and skills to learners. It is the transition from analog to digital systems in communication and information dissemination. The National Broadcasting Commission (2021) defined digital switchover as "the process of replacing analog transmission with digital platforms to improve quality and access to information." Another definition by Okoye and Eze. (2022). explained it as "the systematic adoption of digital devices and channels in place of traditional systems to support education, communication and data operations." These definitions emphasized the modernization and efficiency of digital platforms over analog. Mohammed (2021), opined that digital switchover is a name given to the process of changing from analog to digital teaching. He stated that it facilitates business educators to enhance electronic teaching for improving access to teaching of business education programmes.

However, in Nigeria, despite policy interventions such as the National Digital Economy Policy (2020), the translation of digital switchover initiatives into effective instructional management and instructional delivery remains uneven across regions. While the South-West and North-Central zones have recorded notable progress in digital literacy integration, the South-South zone continues to grapple with systemic challenges. Recent statistics from the National Bureau of Statistics (2023) revealed that only 34% of public Colleges of Education in the South-South have functioning computer laboratories compared to over 60% in the South-West. This stark disparity reflects underlying problems of poor infrastructure, low funding and inadequate training facilities, which undermine the effective coordination of digital instructional processes in OTM programmes.

Consequently, graduates from Colleges of Education in the South-South often emerge with insufficient practical exposure to digital tools, limiting their employability in technologically driven workplaces. The gap between policy intentions and on-the-ground realities raises concerns about the capacity of current instructional management practices to harness the potential of the digital switchover in enhancing OTM skill acquisition. This situation necessitates a systematic investigation into how digital switchover instructional management influences instructional delivery in teaching OTM skills, with a view to identifying strategies that can bridge the skill gap, improve graduate readiness and strengthen Nigeria's human capital in the digital economy era. This helps in effective instructional management.

Management are the capabilities that enable managers to plan, organize, lead and control people and resources so that goals can be achieved efficiently and effectively (Robbins &

Coulter, 2021). Contemporary scholarship also treats management skills as integrated, learnable competencies used to work with and through others—coordinating tasks, delegating, communicating and stewarding human and material resources toward desired outcomes (Bayot & Ettinger, 2023). Recent labour-market analyses further emphasize that strong management capability rests on strategic thinking, team leadership and systematic planning and monitoring of performance and budgets (McKinsey, 2021). Therefore, teaching management skills in Colleges of Education is necessary for grooming educators who will not only manage classrooms but also play administrative roles in schools.

Digital switchover instructional management is the systematic coordination of curriculum delivery, digital materials, classroom activities and assessment often via learning management systems to improve educational outcomes (Okunlola, 2025). Evidence from Nigerian higher education showed that LMS-supported planning, supervision and evaluation strengthens the coherence of teaching–learning processes and facilitate data-informed monitoring (Ukala, Onah, & Chibuzor, 2023). At the basic/secondary level, recent studies in Oyo and Anambra States found out that principals' digital switchover instructional leadership organizing resources, guiding pedagogy and using assessment data enhances teachers' practice and perceived student learning, underscoring the joint administrative and pedagogical roles of school leaders and teachers in creating conducive, technology-enabled environments (Ezenwaji, & Nwosu, 2024).

Effective digital instructional management promotes educators' accountability, optimizes time and resource use and ensures that instructional practices align with educational standards and learners' needs for improved performance. Some of the digital switchover instructional management, according to Okafor and Nwachukwu (2022) included clear vision leadership, technology planning and professional development. A clear vision in leadership plays a foundational role in driving innovation and quality in teaching Office Technology and Management (OTM) skills. Visionary leadership provides strategic direction, inspires commitment and mobilizes resources necessary for modern instructional practices. Leaders who articulate a shared vision enable both educators and students to understand the evolving expectations of the business world, particularly in a digital economy (Okon & Eze, 2020). For OTM programmes, this clarity translates into goal-driven curriculum reforms, integration of relevant ICT tools and adoption of competency-based teaching models that prepare students for digital office environments. Without a clear and shared vision, institutional efforts risk being fragmented and misaligned with the demands of 21st-century workplaces (Ekanem & Alagbe, 2022). Thus, leadership vision directly influences the strategic focus on technological integration and fosters a culture of innovation and continuous improvement in OTM instruction.

Closely linked to visionary leadership is technology planning, which involves the structured identification, acquisition and deployment of digital tools in instructional delivery. Effective technology planning ensures that teaching tools align with curricular objectives and industry-relevant office practices. In OTM education, where practical ICT proficiency is paramount, planning enables institutions to select appropriate software (e.g., MS Office Suite, database applications and collaborative tools like Zoom or Microsoft Teams) that simulate real office environments (Onyia & Nwosu, 2023). Poor or reactive planning often results in underutilization of ICT resources or the use of outdated platforms, thereby widening the gap

between classroom instruction and market requirements. Moreover, technology planning involves capacity building and policy development that sustain infrastructure use, providing a seamless link between leadership intent and classroom reality. It empowers OTM educators to navigate digital transitions with clarity and competence through professional development.

To actualize technological plans, professional development for educators becomes indispensable. Continuous training equips educators with pedagogical and technical skills needed to teach modern OTM tools effectively. In recent years, professional development has shifted from traditional workshops to more dynamic, on-demand and technology-mediated formats such as webinars, peer mentoring and digital certifications (Ajayi & Olatunji, 2021). These upskilling initiatives ensure that OTM instructors can deliver content using multimedia, cloud-based applications and virtual simulations that enhance learners' experiential engagement. Without systematic professional development, the implementation of advanced technologies in teaching OTM skills becomes superficial and ineffective. Additionally, training teachers on data security, file sharing, virtual collaboration and digital ethics strengthens their capacity to model modern workplace behavior in classroom instruction, thereby closing the industry-academic gap among business educators.

Business educators are professionals trained to teach business-related courses, focusing on imparting entrepreneurial, managerial and technological skills. Nwalado and Ezoem (2019) viewed business educator as "a professional who equip learners with knowledge and skills in business, office procedures and entrepreneurship to prepare them for gainful employment." Similarly, Iyamu and Chiedu (2018) defined business educators as "professionally trained educators with competencies to transfer knowledge of business courses and teach the contents of business education curriculum. Osuala in Orhorhoro (2023) viewed a business educator as any person who plays a critical role in making business education viable and visible in communication and plays a critical role agent of change in ensuring quality instruction, identify problems in the field and proffering desired solutions. Business educators' role consists of teaching and evaluating the outcome of instructions, integrating instructional digital delivery in the classroom and it helps to improve student's academic performance. These definitions show that business educators play a dual role in skill transfer and human capital development. Their presence in Colleges of Education is essential for the effective delivery of office technology and management skills training.

However, the persistent challenges facing business educators in South-South zone of Nigeria, despite national efforts such as the National Digital Economy Policy (2020–2030) have created a significant and research-worthy problem, particularly for colleges of education in the region. This is because while states like Rivers and Cross River have introduced digital skill acquisition initiatives, the implementation has been undermined by infrastructural deficiencies, irregular power supply, poorly trained educators and ineffective policy execution (Federal Ministry of Communications and Digital Economy, 2020). As the National Bureau of Statistics (2021) reiterated, less than 45% of tertiary institutions in the zone have stable internet access, a factor that directly hampers instructional delivery, diminishes graduate productivity and limits employability. Despite these setbacks, the pressing need for a digital switchover remains critical to addressing these problems and aligning the South-South zone with national and global development trends. Despite these issues, it is crucial to incorporate

a digital switchover in this region as a remedy to bridge the gap in digital training and facilitate modern educational practices. It was for some of these reasons this study was initiated.

Statement of the Problem

Graduates from Colleges of Education in the South-South often emerge with insufficient practical exposure to digital tools, limiting their employability in technologically driven workplaces. The gap between policy intentions and on-the-ground realities raises concerns about the capacity of current instructional management practices to harness the potential of the digital switchover in enhancing OTM skill acquisition. This situation necessitates a systematic investigation into how digital switchover instructional management influences instructional delivery in teaching OTM skills, with a view to identifying strategies that can bridge the skill gap, improve graduate readiness and strengthen Nigeria's human capital in the digital economy era. It is on this background that the researcher seeks to carry out an investigation on the influence of digital switchover instructional management in teaching of office technology and management education (OTM) skills in colleges of education in South-South Nigeria.

Research Questions

The following questions guided the study;

1. What is the influence of clear vision leadership on the teaching of OTM skills by business educators in public Colleges of Education in South-South Nigeria?
2. What is the influence of technology planning on the teaching of OTM skills by business educators in public Colleges of Education in South-South Nigeria?
3. What is the influence of professional development on the teaching of OTM skills by business educators in public Colleges of Education in South-South Nigeria?

Null Hypotheses

The following Null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean responses of business educators on the influence of clear vision leadership on teaching of OTM skills by business educators in public Colleges of Education in South-South Nigeria.
2. There is no significant difference in the mean responses of business educators on the influence of technology planning on teaching of OTM skills by business educators in public Colleges of Education in South-South Nigeria.
3. There is no significant difference in the mean responses of business educators on the influence of professional development on teaching of OTM skills by business educators in public Colleges of Education in South-South Nigeria.

METHODS

Descriptive survey research design was adopted for the study. The population of this study comprised two hundred and two (262) business educators in the eight public colleges of education in South-South, Nigeria, where business education programmes are offered. The sample consisted of 262 business educators and since the sample size was not too large, therefore, there was no sampling technique. Hence, total enumeration sample technique was used. Two questionnaires were used for data collection. The first questionnaire used for the study was divided into four sections: A, B, C, and D. Section A sought the respondents' demographic information. Section B titled: Digital Switchover Questionnaire (DSQ). Section

C was titled: Digital Switchover Instructional Delivery (DSIDQ) for Teaching OTM Skills. Section D was titled: Office Technology and Management Skills (OTMSQ). Section B was divided into three clusters B1 to B3. B1 has 8 items on clear vision leadership, B2 has 9 items on technology planning and B3 has 8 items on professional development. All the clusters were structured on a four-point rating scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). On the other hand, the second questionnaire had 15 items on OTM skills for teaching business education also structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).The instruments were subjected to face validation. The questionnaires were subjected to reliability test to know the internal consistency of the instruments. The method used for the reliability was trial-testing using 10 business educators. Data collected were analyzed using Cronbach Alpha method. The digital switchover for instructional management yielded coefficient values of: clear vision (0.893), technology planning (0.873) and professional development (0.868). On the other hand, Office Technology Management (OTM) skills was 0.867. These high reliability values indicated that the instruments were reliable for the study. Direct method of data collection where the respondents were met face-to-face to collect data from them. Data collected were analysed using mean ratings and standard deviation for research questions. The decision rule for interpreting the data obtained from the research questions were distributed using the following boundary limits:3.50- 4.00 = Strongly Agree (SA), 2.50-3.49 = Agree (A), 1.50-2.49 =Disagree (D), 1.00-1.49 = Strongly Disagree (SD).One way ANOVA was used for the test of formulated hypotheses. The researcher rejected the null hypothesis when the resulting p-value was less than the alpha level of 0.05. Conversely, the null hypothesis was retained when the p-value exceeded 0.05.

RESULTS

Analyses of Research Questions

Research Question 1: What is the influence of clear vision leadership on the teaching of OTM skills business educators in public Colleges of Education in South-South Nigeria?

S/N	Item Statements: Clear vision leadership helps in:	X	SD	Remarks
1	providing a clear direction for OTM instructional goals.	3.30	1.075	Agree
2	promoting curriculum alignment with modern office technologies.	3.14	1.040	Agree
3	sharing vision among staff regarding the objectives of OTM programmes.	3.11	1.008	Agree
4	enhancing the implementation of innovative teaching strategies.	3.13	.956	Agree
5	influencing the motivation and performance of OTM teachers.	3.11	.990	Agree
6	ensuring consistent policy on instructional improvement.	3.11	1.085	Agree
7	promoting responsiveness to changes in office technology trends.	3.15	1.147	Agree
8	communicating effectively to guide teaching practices.	3.09	.929	Agree
	Average	**3.14**	**.929**	**Agree**

Table 1: Mean ratings of the influence of clear vision leadership on teaching of OTM skills

Table 1 revealed the mean ratings of the influence of clear vision leadership on teaching of OTM skills by business educators in public Colleges of Education in South-South Nigeria. The results indicated that all the respondents agreed that clear vision leadership influences teaching of OTM skills. This was proved by the average mean score rating of 3.14 with a corresponding standard deviation of 0.929.

Research Question 2: What is the influence of technology planning on the teaching of OTM skills by business educators in public Colleges of Education in South-South Nigeria?

Table 2: Mean ratings of the influence of technology planning in teaching of OTM skills by business educators in public Colleges of Education in South-South Nigeria.

The results in Table 2 showed the mean ratings of the influence of technology planning on teaching of OTM skills by business educators in public Colleges of Education in South-South Nigeria. The results indicated that the average mean score rating of 3.21 with a corresponding standard deviation of 1.205.

S/N	Item Statements: Technological planning helps in:	$\bar{X}$	SD	Remarks
1	ensuring access to relevant instructional tools in OTM teaching.	3.19	1.143	Agree
2	integrating of ICT improves the quality of OTM instruction.	3.23	1.225	Agree
3	aligning teaching tools with the OTM curriculum.	3.22	1.251	Agree
4	considering the evolving needs of OTM instruction.	3.26	1.209	Agree
5	involving in technology planning processes that affect their delivery.	3.28	1.220	Agree
6	Carrying out to review the support of digital OTM teaching.	3.32	1.193	Agree
7	the provisions for software updates	2.96	1.230	Agree
8	a strategic budget for technology use in teaching OTM skills.	3.26	1.232	Agree
9	ensuring access to relevant instructional tools in OTM teaching.	3.19	1.143	Agree
	Average	**3.21**	**1.205**	**Agree**

Research Question 3: What is the influence of professional development on the teaching of OTM skills by business educators in public Colleges of Education in South-South Nigeria?

Table 3: Mean ratings of the influence of professional development on teaching of OTM skills by business educators in Colleges of Education in South-South Nigeria

The results displayed in Table 3 revealed the mean ratings of the influence of professional development on teaching of OTM skills by business educators in public Colleges of Education in South-South Nigeria. The results indicated the average mean score rating of 3.26 with a corresponding standard deviation of 0.988.

S/N	Item Statements: Professional development helps in:	X	SD	Remarks
1	enhancing teachers' digital competence.	3.11	1.181	Agree
2	Training improved teachers' ability to use new OTM tools through workshops	3.28	1.138	Agree
3	promoting the adoption of innovative teaching methods.	3.38	1.087	Agree
4	receiving adequate support for continuous learning and development.	3.33	1.099	Agree
5	training teachers deliver more effective and engaging OTM lessons.	3.48	.984	Agree
6	regular in-service training reflects the current demands of digital offices.	3.38	1.062	Agree
7	increasing teacher confidence in using educational technologies.	2.75	1.350	Agree
8	training programmes are tailored to the specific needs of OTM instruction.	3.36	1.098	Agree
	Average	**3.26**	**.988**	**Agree**

Testing of Hypotheses

Test of Hypothesis 1

H_0: There is no significant difference in the mean responses of business educators on the influence of clear vision leadership on teaching of OTM skills in public Colleges of Education in South-South Nigeria.

Table 4: Test of Hypothesis 1

	Sum of Squares	df	Mean Square	F	P-Value	Remark
Between Groups	66.052	28	2.359	8.826	0.000	Significant
Within Groups	50.516	189	0.267			
Total	116.568	217				

The results in Table 4 revealled the summary of the one-way ANOVA analysis on mean responses of business educators on the influence of clear vision leadership in teaching of OTM skills in public Colleges of Education in South-South Nigeria. The results indicated that the sum of squares between groups was 66.052, within groups was 50.516. More so, the F-value was 8.826 with a p-value of 0.00. Based on this, the null hypothesis was not retained and the alternative hypothesis was retained. This signifies that clear vision leadership influence teaching of business educators' OTM skills in public Colleges of Education in South-South Nigeria.

Test of Hypothesis 2

H_0: There is no significant difference in the mean responses of business educators on the influence of technology planning on teaching of OTM skills in public Colleges of Education in South-South Nigeria.

Table 5: Test of Hypothesis 2

	Sum of Squares	df	Mean Square	F	P-Value	Remark
Between Groups	94.044	26	3.617	18.105	0.000	Significant
Within Groups	38.160	191	0.200			
Total	132.203	217				

The results in Table 5 reveal the summary of the one-way ANOVA analysis on mean responses of business educators on the influence of technology planning on teaching of OTM skills in public Colleges of Education in South-South Nigeria. The results indicated that the sum of squares between groups was 94.044, within groups was 38.160. More so, the F-value was 18.105 with a p-value of 0.00. Based on this, the null hypothesis was not retained and the alternative hypothesis was retained. This signifies that technology planning influence teaching of business educators' OTM skills in public Colleges of Education in South-South Nigeria.

Test of Hypothesis 3

H_0: There is no significant difference in the mean responses of business educators on the influence of professional development on teaching of OTM skills in public Colleges of Education in South-South Nigeria.

Table 6: Test of Hypothesis 3

	Sum of Squares	df	Mean Square	F	P-Value	Remark
Between Groups	74.323	23	3.231	17.974	0.000	Significant
Within Groups	34.877	194	0.180			
Total	109.200	217				

The results in Table 6 revealed the summary of the one-way ANOVA analysis on mean responses of business educators on the influence of professional development on teaching of OTM skills in public Colleges of Education in South-South Nigeria. The results indicated that the sum of squares between groups was 74.323, within groups was 34.877. More so, the F-value was 17.974 with a p-value of 0.00. Based on this, the null hypothesis was not retained and the alternative hypothesis was retained. This signifies that professional development influence teaching of business educators' OTM skills in public Colleges of Education in South-South Nigeria.

Conclusion

The findings of this study establish that effective teaching of Office Technology and Management (OTM) skills in Colleges of Education is strongly shaped by leadership,

technology, funding and collaboration. Clear vision leadership provides direction and motivation, while deliberate technology planning ensures integration of modern ICT tools that enhance skill acquisition. Altogether, these factors highlight that sustainable investment in leadership, technology, partnerships and resources is essential for equipping students with workplace-relevant OTM skills.

Recommendations

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

1. College of Education Administrators should articulate and sustain a clear institutional vision that aligns OTM teaching with skill-based outcomes.
2. College of Education Administrators should prioritize technology planning to ensure ICT tools and modern OTM equipment are consistently available.
3. Government and education stakeholders should increase funding allocations for OTM laboratories and digital infrastructure.

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