

**MOBILE LEARNING COMPETENCIES REQUIRED OF BUSINESS  
EDUCATORS IN TEACHING BUSINESS EDUCATION PROGRAMMES**

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**Abstract**

*The main purpose of the study was to determine the mobile learning competences required of business educators in teaching Business Education Programmes in Universities in Nigeria. The paper concentrated on the competencies for mobile learning, importance of mobile learning and issues in the use of mobile learning and teaching business education programme. The paper also identified the competencies of mobile learning such as digital age knowledge, practical skills and interpersonal skills that are highly needed by Business Educators in the use of mobile learning in teaching Business Education Programmes in Universities in Nigeria Based on the findings recommendations made include; the identified digital knowledge for utilizing mobile learning should be developed and learned by the Business Educators for service delivery in modern society and Business Educators should develop strategies to equip themselves with digital skills using relevant facilities to facilitate the use of mobile learning devices.*

**Keywords: Mobile Learning, Business Education, Competencies, Teaching.**

**Introduction**

Education in 21<sup>st</sup> century have been influenced by innovations in Information and communication Technology (ICT) which provides different techniques for teaching and learning. According to Olaniyi (2022) technological advancement has taking over different aspects of works of life using the application of mobile learning. It is imperative to state that the rapidly changing global environment provides both opportunities and threats to education. Learning can be unfolded in a variety of ways using technologies. People can use mobile devices to access educational resources, connect with others or create content, both inside and outside classrooms (Nungse and Dung, 2017). This is associated to what is

today referred to as mobile learning (m-learning). Mobile learning according to UNESCO (2013) involves the use of mobile technology, either alone or in combination with other Information and Communication Technology (ICT), to enable learning anytime and anywhere.

Mobile Learning or M-Learning, is an online learning facility that learners can benefit from anywhere and anytime by using their mobile devices. Students can enroll in course programs, study assigned lessons, watch video lectures, attend lives classes, and take tests/exams from their device with locations and schedules conditions. Mobile learning also encompasses efforts to support broad educational goals such as the effective administration of schools system and improve communication between teachers and parents. Steve (2017) pointed that mobile learning is the use of mobile or wireless devices for the purpose of learning while on the move. It could be deduced that mobile learning is a form of learning delivered using applications containing different packages of educational contents meant to be delivered to the mobile learner (m-learner). Asha (2016) opined that mobile learning applications (APPS) are delivery format that provides learners with the flexibility to learn anywhere, anytime even without internet connections. It is imperative to note that mobile learning involves ubiquitous learning activities occurring through person to person communication using a mobile devices such as IPods, Ipads, android cell phone, e-readers, computer laptop among others. These could be supported by an appropriate ICT user. The use of mobile learning in teaching the students demand certain competencies which the teachers are required to for instruction/delivery to students.

Competence is the ability (that cannot be observed directly but only by activities) to adequately and successfully combine and perform necessary actions in any contexts to achieve specific tasks or objectives. Competence according to Bakare, Okereke and Obe (2017) is the combination of knowledge, skills and attitudes required for carrying out a task. Competency serves as a motivated pattern of knowledge, skills and abilities deployed to undertake a valued job. Competencies required in the use of mobile learning in business education programmes is digitally based on the information technology. In the context of this paper, competencies for mobile learning are set of knowledge, attitude and skills that are required for in teaching using mobile learning tools and successful performance in other electronic based environment. Mbah and Onoh (2016) pointed that competencies are abilities required to effectively deliver a given task creditably. Competencies are set of skills, tools and knowledge necessary to use networks, digital devices and different applications on online mediums or instructional context.

Odokoro (2017) opined that competency in mobile learning is pertinent following growing use of wireless technology and mobile devices, which business educators cannot ignore the use of these devices for teaching and learning process. The application of mobile learning by competent educator cannot be qualified as digitalization in Business Education programme will go a long way in developing the students' ICT skills, intellectual capabilities and competencies required for the establishment of business enterprises for employability. For effective entrepreneurial practice in the present technological dispensation, the acquisition of the basic mobile ICT skills by graduates of business education are of paramount importance in areas like communication, organization and management.

Business Education is the type of education needed in the 21st century, which has a built-in mechanism for developing skills in accounting, investment, marketing, law, office technology and management and information communication and technology (ICT) in the learner. Business Education according to Ezeabii (2017) is an aspect of vocational education which equips individuals with the necessary skills and theoretical knowledge needed for performance in the business world either for job occupation or for self-employment. Major topics in business education includes: office practice, book keeping, business mathematics, business communication, secretarial duties, word processing, advertising (Ajisafe, Bolarinwa&Edeh 2015). Edokpolor and Egbri (2017) stipulated that the actual goals of Business Education include Prepare students for specific career in office occupations

- Equip students with the requisite skills for job creation and entrepreneurship
- expose students with knowledge about business, including a good blend of computer technology, which incorporates Information and Communication Technology (ICT).

The authors further explained that the first two goals involve education ‘for’ business, which is aimed at equipping recipients with the requisite attributes (digital skills, knowledge, competencies, and attitudes) to become gainfully employed in the world of work, whereas the later addresses education ‘about’ business, which is aimed at providing a sound basis for further studies at the graduate and post-graduate levels. Business education programme are taught in tertiary institutions by business educators. The tertiary education system that offer business education includes colleges of education and universities.

Business Educators should therefore embrace enormous changes in digitalization in a bid to produce quality students who will become successful in the modern business world. Olaniyi (2022) opined that Business educators should possess and make effective use of information and communication technology in imparting the curriculum content, occupational and entrepreneurial knowledge to the students. They should make use of a variety of digital tools such as email, desktop conferencing, online programmes such as web CT and Blackboard as well as video conferencing in their instructional activities so as to impart the necessary skills to business education students for self-sustenance after graduation. The Business Education should possess the Mobile learning competencies and should be able them in solving educational problems in the present dispensation. For one to be competent in mobile learning the knowledge, skills and attitudes must be given the needed attention. Knowledge or the cognitive understanding covers the fundamental principles of mobile learning technologies and their application. Theoretical knowledge of mobile learning in the context of this paper requires one to possess adequate general education for the ICT and its components, devices and tools, information management and electronic communication for work, business and entrepreneurship.

Skill according to Mbah and Umurhurhu (2016) is the ability to make purposeful movements that are necessary to complete or master a particular task. The skills are usually practical and requires one to use the computer devices, access information and manipulate them to give the desired results. Skills varies in nature and complexity according to the job or programme involved. Attitudes are interpersonal qualities to be possessed by educator for use in mobile learning such attitudinal attributes needed for use of mobile learning

includes aptitude, patience and physical qualities that would enable them succeed in it (Ajibade, 2013).

### **Mobile Learning Competencies**

Business Educator are expected to possess adequate competence in mobile learning for teaching Business Education. These competencies includes:

1. Digital Age Knowledge competencies
2. The Practical competencies
3. The Interpersonal competencies

Digital age knowledge competencies are defined as the ability to find, evaluate, use, share, and create content using digital devices such as computers and smart phones.

Digital competencies required in the teaching is the ability to carryout

- Research information online.
- Safely using cloud-based collaboration tools like Google Drive, Microsoft Teams etc
- Communicating via email
- Screen sharing during a video call
- Basic device management like connecting to the internet or installing software updates

Digital knowledge competencies can be developed or improved upon through the follows;

- a. Self-Learning-Technology as part of our lives is acknowledge how it is helping in our learning. There is a vast amount of information on any topic you can think online, making basic skills easier to acquire.
- b. Free Online courses: Free Online Courses can be explored to let students learn at their own pace.

**The Practical Competency:** in the use of mobile learning teaching Business Educators acquire practical competencies to perform their teaching duties efficiently. This competencies may includes interpersonal, physical, creative, hard or soft skills. Although you can gain them by studying, working or training. The practical skills competency needed by business educator in use of M-learning includes;

- Digital Literacy-This skills motivates using computers and technology such as mobile devices, social media platforms and the internet to communicate or store and convey information. Digital literacy skills often develop with new technology, updates and applications, it is essential to keep up to date with programs.
- Problem-solving: it can helps to define issues, suggest alternative and make good decisions. You can play brain game like puzzles and practice brainstorming and offering possible solution to problems.
- Creativity- Business education can generates new ideas and use their interesting methods to complete their educational tasks and projects. Creative thinking often includes analysis, open-mindedness and problem solving.
- Programming-Programming or coding skills usually involve programming language to create, command and instruct a computer on the action to perform. It is an ability often enable the use of computer software, applications, website etc.

- Communication- This is the ability to receive and convey information effectively. These enable Business Educators to understand their studentseasily. It also focus on how to become a good speaker or listeners.
- Writing-Writing skills enables Business Educators to communicate through written words, well-written documents, posts and emails which makes effective and efficient teaching.
- Speed reading-This skills improve the logical thinking of the educator for quick assimilation and understanding.

### **Interpersonal Competency**

Interpersonal competencies are the process in which we apply the knowledge, attitudes, and skills necessary in order to manage emotions, empathize with others, and make responsible decisions. This competencies helps one think critically and have emotional intelligence which are abilities that machines cannot provide.

Interpersonal competency needed by Business Educators in the use of teaching and learning according to Odokor, G. C. (2017) includes the ability to;

- Exhibit good sense of humour in digital services.
- Judge the abilities of others and make decisions.
- Balance attitude to work with home life.
- Display emotional intelligence.
- Exhibit service orientation.
- Display Negotiation and cognitive flexibility
- co-Ordinate Other Effectively
- Solve Complex Problem
- Think Critically
- Exhibit Creativity.

These competencies endures the acquirers with a lot of important

### **Importance of Mobile Learning**

There are many benefits to using mobile learning in teaching business education program.

These importance includes

Mobility and Accessibility

1. Mobile devices allow educators to teach and the student to learn on the go.
2. They don't require you to have a huge laptop or constant connection, and any device can be used to learn.
3. Users don't have to worry about having a specific learning system, they can use whatever they have and get access instantly.

Increased Knowledge Retention

This is true for stand-alone mobile learning, as well as mobile learning as part of a blended learning program.

Real-time Feedback Encourages and Engages learning

1. Users are accustomed to instant results, and mobile learning can deliver it.
2. Quizzes can be instantly scored, results tallied, and mistakes can be addressed.
3. Not only that, relevant materials can be linked so that learners have the opportunity to instantly correct knowledge gaps.

#### Learners are Empowered in Their Training

People learn differently, at different paces. By diversifying training content and delivery, learners can choose what is best for them and engage with it when they are ready. A person who prefers video to text and learns best in the evening can easily choose to do so – which means that they are more likely to engage with their training, and benefit from it, than if they are forced to read a book early in the morning. Mobile learning allows learners to access the material anytime, anywhere, in whatever form is best for them – and learners will engage more because of it.

#### Collaborative Learning is Encouraged

Research on the effectiveness of collaborative learning in mobile learning environments has shown that it is an effective means of facilitating learning, and is a benefit to students. Mobile learning allows students to share knowledge with each other within the platform, on social networks and helps encourage engagement between instructors and learners.

There is a multitude of reasons for this, including some that are already listed above: Convenience, empowerment, and instant feedback are all powerful motivators for learners. When learning is made accessible and easy, more people will engage with it.

#### Mobile Learning is Cost-Effective

Although it can sometimes seem like a big investment, mobile learning is most cost-effective in the long-term that continually refresh and add new content. As more concepts and teaching programs are added in mobile learning.

#### Issues in Mobile Learning

The concept of mobile learning was developed on the bases of electronic learning and distance education. Mobile learning is that kind of learning based on wireless technologies and computing. It is learning across multiple contexts through social and content interactions and using personal electronic devices (Crompton, 2013). The evaluation of mobile technology originated in the last decade, and consequently the emergence of mobile learning has given rise to new forms of learning in different contexts. Wireless network has caused m-learning to present itself as a new milestone in e-learning. It allows access to any type of information, at anytime and anywhere. This has eliminated the physical boundaries of the classroom and time for learning, they no longer prevail because the content is ubiquitous (can be accessed anywhere). Students can communicate with teachers, other students and anyone else to satisfy their need for knowledge using the new generation of mobile devices; digital media players (including iPods and iPod Touches), Smart Blackberry and Windows phones, Personal Digital Assistants (PDAs), and tablet computers (including iPads).

Typical examples of the wireless devices used for mobile learning include cell phones, smart phones, palmtop and handheld computers, tablet PCs, laptops and personal media players can also fall within this scope. Recent innovation in programme applications and social software use web 2.0 technologies like blogs, wikis, twitter and Youtube or even social networking sites such as SecondLife, Facebook and MySpace have made mobile devices more dynamic to adopt in education and in learning context that can provide suitable learning environment. Mustafa (2012) and Odokoro (2017) categorized mobile learning.

- A. Object Type: This type is based on the content and materials through which the learner will achieve the objectives. The instructor will communicate with the

learner through any portable device by sending content and materials in the form of electronic learning objects.

- B. Research Type: This type is based on the objectives that the learner should achieve, so the learners (individuals or groups) have a task to accomplish by using other concrete materials, such as library, projects or laptops. The instructor will assess learner via message and post face session.
- C. Open Sources: This focused on using internet, any device available (Palmtops, phones, computer) and they can communicate with the relay chat.
- D. Learning Management System: This type provides the most interactive communication and assessing tools for both instructor and learners. In this type, using electronic portfolios is a very powerful tool that may be used to evaluate the learners.

It is imperative to note that the four mobile learning types are largely dependent on learning management system contribution.

### **Conclusion**

Based on the discussions made above, the following conclusions were drawn. Mobile learning competencies are important because they underpin so much of how modern teaching and interactions are conducted in education system following the increasing use of mobile devices. For modern teaching professions, mobile learning competence are essentially based on cognitive knowledge, skills and interpersonal skills/attitudes. These competencies as identified could be used to improve the teaching and learning of Business Education Programme. The need for mobile learning competence will only continue to increase as the society will see a greater drive towards mobile devices advancement and cross-system data exchange, with consequences on education and training of young people. It is on this note that this research study concludes that the future of Business Education in Nigeria depends heavily on competences off business educators in the use of mobile learning devices in teaching in universities in South-East.

### **Recommendations**

Based on the conclusion of the paper, the following recommendations were made;

1. digital knowledge in use of mobile learning should be developed and learned by the business educators for service delivery in modern society
2. The Business Educators should develop strategy to equip themselves with digital skills using relevant facilities to facilitate the use of mobile learning devices.
3. The Business Educators should increase their effort in attending retraining services and conferences to develop interpersonal skills/attitudes that would enable them to deliver their job in mobile learning world.

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