

CHALLENGES MILITATING AGAINST TEACHERS' ADOPTION OF INTERNET-BASED METHOD IN BUSINESS EDUCATION PROGRAMME IN TERTIARY INSTITUTIONS IN SOUTH WEST NIGERIA

BY

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Abstract

The paper examines the challenges in adopting the teaching strategy as perceived by teachers in the delivery of Business Education programme in Tertiary Institutions in South West Nigeria. As a descriptive study in nature, the population of this study was 255 lecturers in the Departments of Office Technology and Management and Business Education in government owned ten Polytechnics and ten Colleges of Education in South-West Nigeria. Four Polytechnics and Four Colleges of Education with a total of 160 lecturers were purposively chosen for the study. One hundred and sixty copies of the adapted and validated questionnaire with 20 items were personally administered on the lecturers and retrieved by the researchers. Two research questions guided the study. Data were analysed using mean, percentage and standard deviation. The findings revealed that Business Educators are familiar with Internet services as well as the internet-based pedagogy but they were encountered with some barriers in adopting the method in educational delivery. Limited expertise, energy related problems, unreliable technical infrastructure, poor connectivity and high cost of data for internet connection, among others, were considered as barriers to the adoption of internet-based methodology into the classroom. The paper recommended that Government should provide infrastructural facilities that will lead to faster, reliable and cheaper cost of internet connectivity among others in order to overcome the barriers to allow for the adoption of internet as a tool in the hands of Business Educators.

Keywords: *Challenges, Internet, Business Education, Higher Institutions*

Introduction

There is perhaps very few aspects, if at all, of modern-day activities that have remained uninfluenced by the application of Information and Communication Technology (ICT). These changes have also promised new potentials for various fields. Internet, as a component of ICT has become an integral part of the instructional delivery and has revolutionized the entire educational system in Nigeria. Realizing the need for national usage of ICT such as the Internet in classrooms, the Nigerian government, in April 2001, developed a National Policy on IT whose one of its mission is for education in order to help foster pedagogical innovation in the field of e-learning and improve students' achievement (Vooslo, 2012). The policy also envisaged the need for preparation of Nigeria students for global competitiveness through IT integration into education and training. This national strategy also envisages that students and teachers will have access to information technology not only in their classrooms and schools but also in their households and communities. Additionally, all teachers will strive to help their students achieve academic excellence with the aid of information technology and that all students will become familiar or literate with the new and rapidly changing information technology. Thus, the National Policy on Education (2013) mandates that new technologies should be increasingly use and improve upon at all levels of the educational system.

Moreover, internet-based education is quite different from teaching in the traditional classroom setting. The teachers and the students are separated by distance and linked together through the standard protocols of the Internet, such as Newsgroups for collaborative discussions and class announcements, E-mail correspondence between students and instructors, Interactive Video, Multimedia as well as social media

platforms over the Internet for remote participation in classes and discussions. It is widely acknowledged that Internet-based teaching and learning is self-paced, provides consistent content, faster and works anywhere and at any time for learners. The instructional materials are easily updated and permit the use of multimedia which leads to reinforced learning through the use of video, audio, quizzes and other forms of interaction (Fisseha, 2011). Morton (2015) submitted that the teaching strategy also deepens memory, promotes critical thinking, increases students learning, enhances students' engagement, writing skills and unleash creativity in the lecturers. Thus, it can be said that in order for classrooms to achieve or be successful in modern day educational activities, internet-based pedagogy must be in place to improve academics.

Business education is that education that turn out the right calibre of work force with business and entrepreneurial ability for positions in various sectors of the technologically laced economy. According to Stephen (2013) business education aim at providing a continuous programmed planned learning experience designed to equip individuals to fulfil effectively their roles as workers, consumers and citizen. Business education strives to provide opportunities for students to acquire business knowledge and skills needed to function effectively in any career. James (2016) describes business education as that education that provides capabilities for the development of personal, social, economic competencies in addition to social skills required not only for the business world but also for other social situations. To achieve these laudable objectives and for the programme to remain relevant to global competitive word, business education students must be taught with modern strategies that will widen the individuals' horizons and expose them to the outside world, beyond the classroom, equip them with skills needed by modern day employers, which can easily be achieved with the application of internet-based technology.

Literature Review

Concepts of Internet Based Teaching Method

Internet is a tool that has been introduced to classrooms around the world and it has been gaining ground steadily in the past years. The Internet is a network of computers in which users can share files and complete many other tasks. Internet-based teaching refers to the use of Internet platforms to deliver a broad array of solutions that enhance knowledge and performance (Olowu and Seri, 2012). It is a worldwide network of computers that allows individuals access to sending, receiving and storing electronic information over public network. Morton (2015) defines internet-based teaching and learning as anywhere, any-time instruction delivered over the Internet or browser-equipped to learners. Internet-based teaching and learning uses the World Wide Web or the Internet as a means and a method for delivery for learning and instruction. The strategy involves the use of network technology to design, deliver, select, administer, and extend learning. Silverstone (2012) defined internet-based learning as a type of teaching and learning that can be obtained by the means of online technology. By internet-based teaching method, the content of an online course is the same as what is presented in on-campus classes, but the method of delivery is not the same; instead of being physically present during class sessions, students take the courses as an asynchronous learning experience which means learning from anywhere at any time using one's own internet-compliant computer. The content can be self-paced or instructor-led and may include media texts, images, animations, streaming videos and audio.

According to Kelly (2017) a variety of tools are currently being used to deliver education through the internet-based method. Some of the tools have been specifically developed, while others are conveniently adapted. The tools include: World Wide Web (WWW) for online lecture notes, Newsgroups for collaborative discussions and class announcements, E-mail for correspondence between students and instructors, Interactive Video for remote participation in classes and discussions. Others include Video and Podcasting, Blogging and Social Networking.

Statement of the Problem

Just as the world has become a global economy, business education students are expected to possess skills and habits which are required globally by businesses, employers and individuals. Since business education is practically oriented, the students should be well skilled in the use of Internet facilities right from the classroom. However, despite the fact that business educators in Polytechnics and Colleges of Education use internet services for communication and other tasks, they have failed to adopt the tool for education delivery. It means that students are not getting the type of instruction that can prepare them to apply

internet technology and make them globally competent youths. Additionally, to the knowledge of researchers, there are no adequate published empirical evidence to ascertain the actual problems regarding the use of internet-based teaching method in teaching Business Education students at the level of Polytechnic and Colleges of education. Consequently, study seeks to ascertain the Challenges militating against teachers’ adoption of Internet-based method in teaching business education programme in tertiary institutions in South West Nigeria.

Research Questions

The study provided answers to the following research questions.

1. What is the level of lecturers’ use of internet services in educational delivery?
2. What are the challenges facing the adoption of internet-based teaching pedagogy into business education programmes in Tertiary Institutions in South west Nigeria?

Methodology

The design adopted for this study was the descriptive research design. This offered the researchers opportunity to collect and analyse data without manipulating any of the variables in the study. It also provided the opportunity to describe the variables as they naturally exist among respondents. The target population for the study was 255 lecturers in the Departments of Office Technology and Management and Business Education in government owned ten Polytechnics and 10 Colleges of Education in South-West Nigeria respectively as contained in the 2017 Unified Tertiary Education Matriculation Brochure by the Joint Admission and Matriculation Board. Sample for this study was all 160 lecturers in the Office Technology and Management and Business Education Departments in eight institutions purposively chosen from four states in the study area as shown in Table I below

Table I: Distribution of Sample for the study

State	Institution	Ownership Status lecturers	Department	No of
Osun	The Federal Polytechnic Ede	Fed. Govt of Nigeria	Office Technology and Management	14
	College of Education, Ilesa	Osun State Govt	Business Education	13
Oyo	The Polytechnic, Ibadan	Oyo State Govt	Office Technology and Management	18
	Federal College of Education (SP) Oyo	Fed Govt of Nigeria	Business Education	17
Ogun	Moshood Abiola Polytechnic, Abeokuta	Ogun State Govt	Office Technology and Management	22
	Tai Solarin College of Education, Ijebu-Ode	Ogun State Govt	Business Education	25
Lagos	College of Technology, Yaba	Fed. Govt of Nigeria	Office Technology and Management	34
	Adeniran Ogunsanya	Lagos State		

Polytechnic Lecturers (88) and Colleges of Education Lecturers (72) (n=160)

The researchers modified, adapted and validated a structured questionnaire to gather data for the study. The questionnaire consisted of two main parts. Part one comprised six item questions on teachers' familiarity with Internet services while Part two made up of 14 questionnaire items, dealt with the factors that hinder lecturers' use of Internet-based strategy in the classroom. The instrument provided responses to the research questions. The instrument was placed on a five point Likert scale of agreement; where 5 = Strongly Agree, 4 = Agree, 3 = Strongly Disagree, 2 = Disagree and 1 = Undecided. The five point Likert scale was employed as it is one of the most commonly accepted Likert scales in the education field (Hadi and Zeinab, 2012). The researchers personally distributed and retrieved the one hundred and sixty copies of the questionnaire.

The appropriateness and suitability of the instrument was ensured by two experts in the areas of ICT, OTM and Business Education for the correctness of the wording of the items in line with the phenomena being investigated. Their observations and suggestions were incorporated in the instrument. Thereafter, psychometric properties of the scale were established with a pilot testing in two selected Institutions in Edo and Kwara States, namely: Federal Polytechnic, Auchi and College of Education, Ilorin respectively which were outside the researchers' study area. The result revealed a test re-test reliability Cronbach's alpha coefficient of 0.70 within two weeks interval. Frequencies, percentages, mean and standard deviation were used to analyze the research questions while chi-square was used to analyze the hypothesis at 0.05 level of significance.

Results

Research Questions I: What is the level of lecturers' use of internet services in educational delivery?

Table II

Lecturers' level of use of internet-based services in educational delivery

Items Percent	Variables	Frequency	
1 How long have you being using internet? 45 22	above 10 years	72	
	6 – 10 years	35	
	1-5 years 15	24	
	> 1 year 18	29	
2 What is your personal experience with Internet services? 09 63 28	Never used	-	
	Limited user	15	
	Frequent user	100	
	Confident user	45	
3 What area of Internet do you mostly use?	E-mail	50	31
	Social Media	54	34
	Goggle	56	35
4 What purpose do you use internet services for? 28	Personal communication	50	31
	Socializing	45	

	Research	30	19
	For latest information	35	22
5. How do you rate yourself in using Internet for class activities	Never used	155	97
	Limited user	05	03
	Frequent user	-	-
	Confident user	-	-
6. How do you think of other lectures' familiarity with Internet services	Never used	-	-
	Limited user	25	16
	Frequent user	120	75
	Confident user	15	09

Table II shows respondents' familiarity with Internet services. When asked about how long they have been using internet services, (RQ 1), all the respondents (n =160) have between one and over ten years' experience. Majority of lecturers (91%) in all the institutions considered themselves as frequent or confident users of the Internet. Their main motivation for the use of internet services was for personal communication (31%), Socializing (28%), Research (19%) and for latest information (22%). Regarding the use of Internet for class activities, (RQ 2), the lecturers judged themselves as majority of them (97%) never used Internet in the classroom while (3%) used it very little. 84% of the lecturers believed that their colleagues are frequent or confident users of the Internet while (16%) were limited users.

Research Question 2

What are challenges facing the adoption of internet-based teaching pedagogy into business education programmes in Tertiary Institutions in South- West Nigeria?

Table II:
Challenges Preventing OTM Lecturers in Polytechnics from using Internet-Based teaching method (n=88)

Statement Remarks	Responses from from Polytechnic Lecturers		Responses from COE Lecturers	
	Mean	SD	Mean	SD
Limited expertise Accepted	3.55	1.37	3.54	1.30
Energy related problems Accepted	4.00	1.03	3.56	1.36
Inappropriate teacher training Accepted	3.50	1.34	3.52	1.32
Financial restrictions Accepted	3.61	1.16	3.62	1.24
Poor and unreliable technical Infrastructure Accepted	4.45	0.92	3.86	1.23
Inadequate bandwidth and poor connectivity Accepted	3.50	1.34	3.76	1.16
High cost of data for internet				

connection. Accepted	3.70	1.42	3.86	1.23	
Lecturers' lack of computer literacy and digital divide competency accepted	2.90	1.51	2.83	1.38	Not
Lack of awareness of the pedagogy Accepted	2.78	1.38	2.92	1.45	Not
Lecturers' resistance to changes accepted	2.54	1.28	2.78	1.40	Not
Lack of lecturers initiatives in adopting the teaching method. accepted	2.76	1.40	2.86	1.38	Not
Lack of training and technical supports from Institutions' administrators	3.89	1.26	3.81	1.22	Accepted
Lack of skills and knowledge in Internet- based content development Accepted	3.50	1.34	3.58	1.14	
Students' negative views and attitude to Internet-based learning Accepted	3.56	1.15	3.54	1.16	

Data in Tables III and IV show the mean responses and standard deviation of business educators in Polytechnics and Colleges of Education in South West Nigeria on the challenges of adopting Internet-based teaching methods in classrooms. Item by item analysis revealed that most of the fourteen items had mean scored above 3.50. This indicates that those items are problems and challenges inhibiting the adopting of internet-based teaching method among business educators in the study area.

Discussion

To answer Research Question 1, data from Table II shows that majority of the respondents (97%) never used Internet in the classroom. This means that the lecturers do not integrate internet-based pedagogy into their teaching. This finding is in consonant with that of Dikeocha, Nwaisu and Nwagu (2018) who reported that business educators are yet to adopt strategies that can enhance the introduction of modern teaching approaches. Adedeji (2010) also reported lack of ICT resources and internet services for instructional delivery in Colleges of Education in South-West Nigeria. Akeugwu, Ntukidem and Jana (2011) found that the availability of internet for quality educational activities in Universities in Akwa Ibom and Cross River States is significantly low except for private cybercafé. The current study is also in line with that of Utoware, Kren-Ikidi and Apreala (2016), which reveals low utilization of Internet services/facilities by business educators in South-South zone of Nigeria. Amoke (2011) discovers problems facing effective implementation of business education programme in Nigeria to include lack of modern instructional facilities leading to the non-utilization of ICT/Internet-based instructional strategy in lecture delivery. Abiodun, John and Linda (2017) also reported lack of internet facilities for teaching of OTM courses in tertiary institutions in Ogun State. Since the students are not been exposed to the world of internet for educational, socialization and acquisition of skills in the use of the technology right from the classroom, (Ikpesu, 2016) argues that it would be difficult to produce competent and real work experienced business education graduates that would be able to explore the internet services for global competition. This is because, according to Ben (2010), the traditional and pseudo (non-ICT based) learning environments are false, counterproductive with expectations that are illusive. The author concluded that the aim of producing globally competitive business education graduates will be defeated if the training of students is without internet in particular and ICT resources in general.

With regards to research question 2, data in Tables II and III show business educators in both Polytechnic and Colleges of Education in South-West Nigeria agreed that all the fourteen items are challenges hindering the adoption of internet-based teaching pedagogy which would have hasten in producing business education graduates for the 21st century competitive world of business, right from the classroom. The mean rating for the items ranges from 3.50 to 4.45 which indicate that all the items are accepted. This finding is in line with the study of Ezeonwurie (2016) and James (2016) who reported similar challenges of internet services and of distance learning in business education programme in Nigerian Universities. The result corroborates Edemoh and Ogedebe (2014) report that poor funding, lack of teachers' capacity in the development of internet based contents as well as cost of hoisting and maintaining internet facilities are problems militating against effective general and educational use of internet facilities in most African countries. The study also concurred with that of Watty, Mckay, Leanne, Holt, McGuigan, Leitch and Kavanagh (2018) that the adoption of e-portfolios in business education in Africa is being hampered by myriad of barriers such as power supply, slow internet connectivity, cybercrime and high cost of data for internet connection.

Conclusion

The world has become a global village, as a result, nations are re-positioning their educational system to be part of the global economy and compete very favourably. To this end, business education which is expected to produce globally competitive manpower, requires shift in the method of delivery its contents to students. Internet-based teaching method is of vital importance for academic activities, all factors impeding its adoption by business educators in Polytechnics and Colleges of Education in Southwest Nigeria should be removed, if business education is to produce manpower with competency, skills and knowledge required in the 21st century.

Recommendations

Based on the findings and conclusions of the study, it is recommended that:

1. Accessibility to cheap and reliable internet facilities should be provided by management of various institutions. Government should provide infrastructural facilities that will lead to faster, reliable and cheaper cost of internet connectivity.
2. Business educators should be trained in the development and application of Internet-based course contents. There is the need for exchange of ideas on how internet-based methods as well as other ICT resources should further be adopted to develop business education programmes in a global world

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