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USE OF DIGITAL TECHNOLOGIES FOR ENTREPRENEURSHIP INSTRUCTIONAL DELIVERY IN TERTIARY INSTITUTIONS IN IMO STATE

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ABSTRACT

The aim of the research was to X-ray the use of digital technologies for entrepreneurship instructional delivery in tertiary institutions in Imo State. Two research questions and two null hypotheses guided the study. Descriptive survey design was used for the study. The population of the study comprised ninety (90) lecturers from two universities in Imo State.; Alvan Ikoku Federal College of Education and the Federal University of Technology, Owerri, Imo State. The entire population was studied as the population was small and manageable. A self-made Digital Technology Questionnaire (DTQ) validated by three experts was the main instrument for data collection. A pilot test was used to establish the reliability of the instrument and data collected were analyzed using Cronbach Alpha to obtain reliability coefficient value of 0.77. Mean and standard deviation were used to answer the research questions, while t-test was used to test the null hypotheses formulated at 0.05 level of significance. Findings of the study revealed that digital technologies were not adequately utilized for teaching entrepreneurship instructional delivery in universities in Imo State. The study concluded that level of utilization of digital technologies for teaching entrepreneurship instructional delivery in universities in Imo State is not adequate for equipping students for entrepreneurial success on graduation. Based on this findings, it was recommended among others that administrators of universities in Imo State should intensify efforts to procure adequate digital technological tools to enhance effective teaching of entrepreneurship for effective delivery and that university management in collaboration with the government should organize training programmes and skill development for business education lecturers to enable them to effectively utilize digital technology tools in teaching and learning of entrepreneurship course contents.

***Key words:** Digital Technologies, Entrepreneurship, Instructional Delivery, Tertiary Institutions.*

1. INTRODUCTION

Entrepreneurship according to Okonkwo (2015), centers on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attributes in widely different context. It is a specialized training given to students of vocational and technical education to acquire the skills, ideas and managerial abilities and capabilities for self-employment rather than being employed paid jobs. Entrepreneurship seeks to provide students with skills, knowledge and motivation as well as to effect attitudinal changes, necessary to encourage self-reliance through involvement in entrepreneurial activities. Entrepreneurship equips people with the ability to seek investment opportunities (Azonuche and Umerri, 2012). Entrepreneurship is a form of training that seeks to provide knowledge, skills and attitude to students for entrepreneurial success in any setting. Amesi (2014) views entrepreneurship as the capability and willingness to develop, organize and manage a business venture along with any of its risks to make a profit. Val and Akpomi (2017) explained that entrepreneurship concept focuses on the application of personal enterprising skills, and mindset to the context of setting up a new venture or initiative of any kind, developing and growing an existing venture and designing an entrepreneurial. From the afore discussions, entrepreneurship is an educational programme that is designed to equip students with necessary skills and competencies for successful establishment and operation of business ventures. Such skills include opportunity recognition, creativity, innovation and risk taking as well as the ability to plan and manage businesses in order to achieve desirable goals. One of the objectives of tertiary institutions is the acquisition of physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. Unfortunately, the possession of various degrees and certificates from universities is no longer a guarantee for employment.

Eze and Eziolisa (2022) belied that most graduates are deficient in terms of the necessary skills and competencies required for employment in contemporary business organizations, hence they are more or less unemployable. As part of her efforts to reverse this ugly trend, especially as it affects graduate unemployment, the government of Nigeria in 2006 introduced entrepreneurship as a compulsory course in tertiary institutions with the aim of preparing graduates for entrepreneurial success through private sector initiative (Agbonlahor, 2016). The initiative was to serve as the flagship to drive economic and social reconstruction against the backdrop of youth unemployment. At this juncture, repositioning universities as centers for building self-sustaining graduates becomes necessary. Similarly, Agboola and Ademiluyi (2015) reported that the introduction of entrepreneurship education in tertiary .institutions curriculum was followed by the directive from government through the National Council of Education (NEC), that higher education supervisory agencies should produce appropriate training documents for the effective delivery of the programme. The aim was to produce graduate entrepreneurs with the right attitudes and skills to spur them on part of creativity, innovation and enterprise. Mike (2012), in his opinion sees entrepreneurship as the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychological and social risks and receiving the resulting of monetary rewords and personal satisfaction. Similarly, Gana (2012), referred to entrepreneurship as the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunities. Gowin (2013), defined entrepreneurship as the process of identifying, developing and bringing a vision to life. The author stated further

that the vision may be an innovative idea, an opportunity or simply a better way to do thing. The end result of this process is the creation of a new venture, formed under conditions of risk and considerable uncertainty. Entrepreneurship refers to the process of planning, organizing and managing of a business or self-employment venture, irrespective of whether it is a one-man operation or those that employ scores of individual.

Entrepreneurship embraces skill building programme, creative thinking, product development and marketing negotiation, leadership (raining and wealth generation (Kuratto, 2003). In view of the importance of entrepreneurship education in skills development, graduates of the programme are expected to venture into various entrepreneurial activities upon graduation. It is against this background that entrepreneurship was integrated into the tertiary institution's curriculum in Nigeria (Ezeani, 2014). The aim of this is to ensure that the students upon graduation acquire the necessary skills, knowledge and competencies to enable them successfully set up and manage their own businesses. This will help reduce the high rate of poverty, create employment opportunities and reduce rural-urban migration. Entrepreneurship education programme offers universities graduates adequate training in risk management to enable them to be creative and innovative in identifying novel business opportunities (Ugwoke, Basake, Diara and Chukwuma, 2014). However, the teaching and learning of entrepreneurship education in universities in Nigeria is facing challenges owing inadequate digital technological tools (Matto and Bwabo, 2012).

Digital technology involves all the technological tools and devices which are needed by the words of Onyejemezi in Eya and Ureme (2011), digital technologies are technological devices which a teacher utilizes in the course of presenting a lesson in order to make the content of the lesson understandable to the learners. The implication is that the use of digital technology tools is inevitable if effective teaching and learning must be achieved. Digital technologies tools range from computers, projectors, internet services, video conferencing, podcast smart board, e-book, e-library e-presentation (power point) e-mail, Wikis, (Stokle, 2012). It is necessary to note that all digital technology tools listed above are expected to be utilized by an educational institution which have mandate to teach entrepreneurship education. Utilization is the art of putting digital resources that are tangible to proper use. The term utilization refers to the employment of any tool or services that will facilitate performance (Nwazor and Udegbunam, 2016). Utilization of digital technology connotes the equitable use of technological resources of an enterprise especial education industry for effective implementation of the curriculum. Utilization of digital technologies in entrepreneurship education requires teachers' knowledge in the subject area and understanding how students learn using varied digital technology devices as well as good level of technical expertise (Fan, 2011). One major constraining factor in the context of utilization of digital technology is experience. Experience is a factor that could influence the utilization of digital technology for teaching among entrepreneurship lecturers. Nwazor and Udegbunam (2016), reported that experience could be a factor in low teacher utilization of digital technology for instructional delivery. Other limiting factors are that, digital technology tools are inadequate, power outages, obsolete digital facilities, lack of skill manpower and poor infrastructures (Evarest and Laura, 2011). It is obvious that the success of universities in Imo State in producing graduates with requisite knowledge, skills and competencies through entrepreneurship training depends on effective utilization of relevant digital technologies.

Entrepreneurship is a process that is geared towards equipping students with creative and innovative ideas for self-employment and job creation. In order to achieve these objectives, digital technologies are to be adequately utilized to facilitate effective teaching and learning. Entrepreneurship education being skilled-based requires utilization of digital technologies such as computers, projectors, document management system, internet services, scanner, smart board, e-library, weblog, podcast, video conferencing, digital camera, wikis (Enyi and Tan, 2012) as well as workshops for students practices exercise. The gap of this study therefore is that, utilization of digital technologies for entrepreneurship skills acquisition in universities in Imo State is not clearly known. There is need to empirically study and ascertain the status of utilization of digital technologies for entrepreneurship training and skills acquisition so as to make a value judgment that will enable stakeholders take objective measures to ensure that the graduates are suitably empowered to succeed in job creation self-employment, and bringing the gap between theory and practice. It is against this notion that this study is conducted to determine the use of digital technologies for entrepreneurship instructional delivery in tertiary institutions in Imo State.

1.1 Objectives

The main aim of the study was to X-ray the use of digital technologies for entrepreneurship instructional delivery in tertiary institutions in Imo State. Specifically, the study was out to:

1 examine the extent to which lecturers utilize digital technologies for teaching entrepreneurship courses in tertiary institutions in Imo State

2 determine the challenges to effective use of digital technologies by lecturers for teaching entrepreneurship courses in tertiary institutions in Imo State

1.2 Research Questions

The following research questions were raised to guide the study:

i. To what extent do lecturers use digital technologies for teaching entrepreneurship courses in tertiary institutions in Imo State?
ii. What are the challenges to effective use of digital technologies by lecturers for teaching entrepreneurship courses in tertiary institutions in Imo State?

1.3 Hypotheses

The following null hypotheses were formulated:

H_{o1}: There is no significant difference in the mean responses of lecturers in Alvan Ikoku University of Education, Owerri and Federal University of Technology, Owerri on the extent to which digital technologies are utilized for teaching entrepreneurship courses in tertiary institutions in Imo State

H_{o2}: There is no significant difference in the mean responses of lecturers in Alvan Ikoku University of Education, Owerri and Federal University of Technology, Owerri on the challenges to effective use of digital technologies for teaching entrepreneurship courses in tertiary institutions in Imo State

2. METHODOLOGY

The Researchers adopted the descriptive survey design for the study. Two research questions were raised in line with the two specific purposes to guide the study. The population of the study consisted ninety (90) lecturers. The breakdown of the population showed that twenty-three (23) are from Alvan Ikoku University of Education, Owerri and sixty-seven (67) from the Federal University of Technology Owerri. The entire population was studied because the population was small and manageable. The instrument for data collection was a self-structured questionnaire tagged "Digital Technology Questionnaire (DTQ)". The questionnaire was structured on a four point rating scale. The options to answer research question one and two are: Very High Extent (VHE - 4 points), High Extent (HE - 3 points), Moderate Extent (ME - 2 points) and Low Extent (LE - 1 point).Two experts from the Department of Measurement and Evaluation, Alvan Ikoku University of Education,, Owerri validated the instrument. The Cronbach Alpha reliability test was used to determine the consistency of the instrument which yielded 0.79 for the first cluster, while 0.84 was used for the second cluster with an overall coefficient value of 0.77. The researchers with the help of three research assistants administered ninety (90) questionnaire items out of which 89 copies representing (98.8%) were retrieved and used for the study. The data collected were analysed using descriptive statistics and the mean and standard deviation were used to answer the research questions, and t-test inferential statistics to test the hypotheses formulated at 0.05 level of significance. The mean rating of 2.50 was used for decision making, hence items of mean value 2.50 and above were considered high extent, while items with mean values below 2.50 were considered as low extent. The hypothesis should be accepted when t-calculated value is less than t-critical value and rejected when t-calculated value is greater than t-critical value.

3. ANALYSIS AND DISCUSSIONS

The results of the data analyzed for the study were presented based on the research questions posed in the study.

3.1 Research Questions Analyses

3.1.1 Research Question One: To what extent do lecturers use digital technologies for teaching entrepreneurship courses in tertiary institutions in Imo State?

Table 1: Lecturers use digital technologies for teaching entrepreneurship courses in tertiary institutions in Imo State

S/no	Digital Technology Tools	VHE	HE	ME	LE	X	SD	Decision
1	Use of wikis for academic purpose	19	18	11	41	1.49	1.54	LE
2	Use of projectors	20	13	44	12	2.46	0.87	ME
3	Document management system to enhance instruction	14	20	11	43	1.49	1.34	LE
4	Use of internet services in the university	20	14	45	10	2.49	0.92	ME
5	Use of scanners to aid instructions	24	6	38	19	2.41	1.21	ME
6	Use of smart Board in the departments for instruction	18	13	46	12	2.42	1.82	ME
7	Use of e-library in the department for use by students and lecturers	20	14	44	11	2.49	0.92	ME
8	Use of weblog for academic purpose	19	14	11	44	2.06	1.54	ME
9	Use of podcast for academic purpose	24	a	38	19	2.41	1.21	ME
to	Use of video conferencing	.20	18	8	43	2.16	1.50'	ME
11	Use of digital camera	18	16	9	44	1.48	1.56	LE
12	Use of computers	12	46	18	13	2.64	0.73	HE
	Grand Mean (X) and SD					**2.16**	**1.27**	**ME**

Source: Field Research, 2023

The data presented in Table 1 above shows that apart from items 1, 3 and 11 which had mean scores of 1.49, 1.49 and 1.48 implying that they are utilized to a low extent (LE) in teaching entrepreneurship courses, items 2, 4, 5, 6, 7, 8, 9 and 10 with mean scores of 2.46, 2,49, 2,41, 2.42, 2.49, 2.06, 2.41 and 2.16 are utilized to a moderate extent (ME), while item 12 with mean score of 2.64 is utilized in teaching entrepreneurs courses in Tertiary institutions in Imo State to a high extent (HE). The grand mean of 2.16 indicates that the available digital resources or tools are used in teaching entrepreneurship courses in Tertiary institutions in Imo State to a moderate extent and should be highly encouraged by lecturers.

3.1.2 Research Question 2: What are the challenges to effective use of digital technologies by lecturers for teaching entrepreneurship courses in tertiary institutions in Imo State?

Table 2: Challenges to effective use of digital technologies by lecturers for teaching entrepreneurship courses in tertiary institutions in Imo State

S/no	Challenges to the use of Digital Technology Tools	VHE	HE	ME	LE	X	SD	Decision
1	Inadequate infrastructure	24	8	38	19	2.46	1.20	ME
2	High cost of ICT services	43	11	20	14	2.91	0.81	HE
3	Lack of investment in ICT by the universities	44	11	14	19	2.87	0.83	HE
4	Poor power generation by the universities	44	11	14	19	2.87	0.83	HE
5	Low literacy level of education	19	18	11	41	2.16	1.50	ME
6	Poor IT skills and technical ability of educators	44	9	16	18	2.84	0.83	HE
7	Resistance to change	43	11	20	14	2.91	0.81	HE
8	Awareness problem	20	18	8	43	2.17	1.49	ME
9	Use of obsolete digital technology facilities	13	18	46	12	2.36	1.21	ME
10	Poor internet access and low band width	20	14	44	11	2.50	1.20	HE
	Grand Mean (X) and SD					**2.60**	**1.07**	**HE**

Source: Field Research, 2023

The data presented in Table 2 above showed that apart from item 5, 8. 9 and 10 which had mean scores of 1.50, 1.49, 1.21 and 1.20, implying that the items are not challenges to use of digital technologies by lecturers for teaching entrepreneurship courses. Items 2, 3, 4, 6, 7 and 10 with mean scores of 2.91, 2.87, 2.84, 2.91 and 2.50 are challenges to use of digital technologies by lecturers for teaching entrepreneurship courses in tertiary institutions in Imo State to a high extent (HE).

3.2 Test of Hypotheses

3.2.1 Hypothesis One

H_{o1}: There is no significant difference in the mean responses of lecturers in Alvan Ikoku University of Education Owerri and Federal University of Technology Owerri on the extent to which digital technologies are used for teaching entrepreneurship courses in Tertiary institutions in Imo State

Table 3: t-test Analysis output on the extent digital technologies are used for teaching entrepreneurship courses in Tertiary institutions in Imo State

Variables	N	X	DF	SD	t-cal	t-crit	Decision
Alvan Ikoku University of Education, Owerri	66	2.19	87	1.38	0.10	2.00	Accepted
Federal University of Technology, Owerri	23	2.13		1.16			
Total	**89**						

From table 3 above, the calculated t-value of 0.10 is less than the t-critical value of 2.00, the null hypothesis is hence accepted. This implies that there is no significant difference in the mean responses of lecturers in Alvan Ikoku University of Education Owerri and Federal University of Technology Owerri, Imo State on the extent digital technologies are used for teaching entrepreneurship courses in Tertiary institutions in Imo State.

The result of data analysis as presented in table 1 revealed that utilization of available digital technologies for teaching entrepreneurship skills in tertiary institution is presently at a moderate extent. The respondents were of the view that: projectors, internet services in the tertiary institutions, scanner to aid instructions, smart board in the department for instruction, e-library in the department for use by students and lecturers, weblog for academic purpose, podcast for academic purpose and video conferencing are utilized to a moderate extent, documents management system to enhance instruction, wikis and digital camera for academic purposes are utilized to a low extent, whereas computers are utilized to a high extent. All the items in the table received a grand mean of 2.16 which is in the boundary of 1.50 - 2.49, implying moderate extent. The result was in agreement with the study of Onojetah (2014) who argued that there is correlation between availability and utilization of digital technologies as the status of the former greatly affects the later. The author stressed further that digital technologies are not available, it is most likely that utilization will be non-existent, thereby affecting learning in the digital era.

The result of data analysis in tables indicates that t-test value of is less than t-critical value of 2.00. Therefore, H_{o1} is accepted. This means that there is no significant difference in the mean responses of lecturers in Alvan Ikoku University of Education, Owerri and Federal University of Technology, Owerri on the extent to which digital technologies are used for teaching entrepreneurship courses in Tertiary institutions in Imo State.

3.2.2 Hypothesis Two

H_{o2}: There is no significant difference in the mean responses of lecturers in Alvan Ikoku University of Education Owerri and Federal University of Technology Owerri on the challenges to effective use of digital technologies for teaching entrepreneurship courses in tertiary institutions in Imo State

Table 4: Challenges to effective use of digital technologies for teaching entrepreneurship courses in tertiary institutions in Imo State

Variables	N	X	DF	SD	t-cal	t-crit	Decision
Alvan Ikoku University of Education Owerri	23	2.31	87	1.18	0.27	2.00	Accepted
Federal University of Technology, Owerri	66	2.35		1.20			
Total	**89**						

From Table 4 above, the t-calculated t-value of 0.27 is less than t-critical value of 2.00, the null hypothesis earlier stated is hence accepted at here is significant difference in the mean ratings of male and female lecturers on challenges to effective use of digital technologies for teaching entrepreneurship courses in tertiary institutions in Imo State

The result of data analysis presented in table 3 indicates that: high cost of ICT services, lack of investment in ICT by the universities, poor power generation by the universities, poor IT skills and technical ability and resistance to change are the constraints to effective utilization of digital technologies for teaching entrepreneurship courses in tertiary institutions in Imo State. All the items in the table received a grand mean of 2.60, implying, high extent. The result is also in line with the study of Infinedo (2007), who reported that poor information and communication technology facilities, awareness and lack of familiarity with the use of digital technologies and unwillingness to change from the status quo, among others are major hindrance to effective utilization of digital technologies.

The result of data analysis in table 4 indicates that t-test value of 0.10 is less than t-critical value of 2.00. Therefore HO2 is accepted. This means that there is no significant difference in the mean responses of lecturers in Alvan Ikoku University of Education, Owerri and Federal University of Technology, Owerri on the challenges to effective use of digital technologies for teaching entrepreneurship courses in tertiary institutions in Imo State.

4. CONCLUSION AND RECOMMENDATIONS

Based on the findings of this study, the researchers concluded that level of utilization of digital technologies for teaching entrepreneurship courses in tertiary institutions in Imo State was inadequate for equipping students for entrepreneurial success on graduation. Also that the challenges to effective use of digital technologies by lecturers for teaching entrepreneurship courses in tertiary institutions in Imo state can better be improved, if all hands should be on deck.

The following recommendations were made by the researchers based on the findings.

a. Administrators of universities in Imo State should intensify efforts to procure adequate digital technologies to enhance effective teaching of entrepreneurship for instructional delivery.

b. The university management in collaboration with the government should organize training programmes and skill development for business education lecturers to enable them to effectively utilize digital technology tools in teaching and learning of entrepreneurship course contents.

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