Assessment of Digital Tools and Platforms in Revamping Entrepreneurship Education for Skills Acquisition in Colleges of Education in Anambra State

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Abstract
The study was undertaken to determine digital tools and platforms for revamping Entrepreneurship education for skills acquisition in colleges of education in Anambra state. A descriptive survey research design was adopted for the study. The population of the study was 105 digitally literate teaching staff (respondents) in FCE (T) Umunze and Nwafor Orizu College of Education, Nsugbe, all in Anambra state. The entire population constituted the sample for the study because of its manageable size. Three research questions were raised, and two null hypotheses were formulated that guided the study and were tested at a 0.05 level of significance. An instrument captioned: Digital Tools and Platforms for Revamping Entrepreneurship Education for skills acquisition questionnaire (DTPFREEFSA) was developed by the researchers and used for data collection. The questionnaire was validated by three specialists, and a pilot test of the instrument was carried out. A reliability coefficient of 0.85 was obtained using Cronbach's Alpha reliability method, which was considered appropriate for the study. Data collected were analyzed using mean and standard deviation, while the t–test statistic was used to test the two null hypotheses. Findings revealed, among others, that lecturers were unaware of the use of digital tools and platforms for the impartation of entrepreneurial skills. Based on the findings of the study, it was recommended that teachers should be retrained for capacity development and emerging technology skills for teaching and learning, among others.

Keywords: Digital tools, Platforms, Entrepreneurship, Education, Skills acquisition.

Introduction

Digital technologies have been widely acknowledged as an indispensable tool that supports and reshapes the field of education in our contemporary time. In other words, it has opened new channels to access a diverse range of information through the internet without travelling to learning centers (Zhang, 2021). Integration of information, communication and

technology (ICT) will assist teachers and academic community to the global requirement, to replace traditional teaching methods with a technology-based teaching and learning tools and facilities. (Simin & Wan, 2015). In Nigeria, ICT is considered as one of the main elements in transforming the country to the future development. Currently in Nigeria, there is a great demand for ICT driven education. The ability to use various digital technologies or applications, also the knowledge of various network to manage and access information is referred to as digital skill (Olaniyi, 2022). It enables individuals to create and share digital content, communicate and collaborate and solve problems for effective and creative self-fulfillment in life, learning, work and social activities.

The integration of digital technology in enhancing teaching and learning entrepreneurial skills is necessitated on the trending issues in the society. currently, online shopping, digital marketing, e banking, social media networking, WhatsApp, digital communication, cloud computing, zoom conferencing and meetings among others are the best examples of rapid technological developments that came through the wave of digitalization and globalization (Nnadi & Nwachukwu, 2024). Digital tools and platforms for enhancing entrepreneurial skills training is geared towards ascertaining relevance and extent of use of digital tools and platforms for improving entrepreneurial skills acquisition. Globally, entrepreneurship is perceived as one of the important factors for economic recovery, growth, job creation, inclusion, poverty alleviation, innovation and competitiveness. Consequently, many countries have made it a priority, to integrate entrepreneurship into different policy fields; especially in education as a way of creating self-sustenance occupations (Etong 2023).

In Nigeria, successive governments have taken actions to implement policies aimed at incorporating entrepreneurship as a competence in all levels of education. Bearing in mind that a nation's digital economic development is characterized by increased entrepreneurial activities, quantity and quality of digital competencies, which relates to advancements in education and training. Despite the benefits in the utilization of modern technology in education as evident in digital tools and platforms application, it is disheartening that most teachers in colleges of education in Anambra state are ignorant of the use of these innovations, in teaching and learning activities. It is on this premise that this study sought to determine the digital tools and platforms for revamping entrepreneurship education for skills acquisition in colleges of education in Anambra state.

Objectives of the Study

Specifically, the study strives to;

1. Ascertain the digital tools and platforms for revamping entrepreneurship education for skills acquisition.
2. Ascertain lecturers' challenges in the use of digital tools and platforms for revamping entrepreneurship education for skills acquisition.
3. Ascertain the extent of use of these digital tools and platforms in teaching entrepreneurial skills

Research Questions

The following research questions guided the study

1. What are the digital tools and platforms used for revamping entrepreneurship education for skills acquisition?
2. What are the lecturers' challenges in the use of digital tools and platforms for revamping entrepreneurship education for skills acquisition?
3. To what extent are these digital tools and platforms used in teaching/learning entrepreneurship education for skills acquisition?

Hypotheses

1. There is no significant difference between the mean ratings of the respondents of FCE (T) Umunze and Nwafor Orizu college of Education, Nsugbe on the identified digital tools and platforms in revamping entrepreneurship education for skills acquisition.
2. There is no significant difference between the mean ratings of the respondents of FCE (T), Umunze and NOCOEN on the teachers' challenges in the use of digital tools and platforms in revamping entrepreneurship education for skills acquisition.

Literature

Digital tools according to Descasio (2021), are online platforms or software applications leveraged by businesses or individuals to perform quick and optimized functions that ordinarily takes unimaginable time to accomplish without these tools and platforms. Most business enterprises and organizations that have transformed or are in the process of transforming digitally have adopted the use of some digital tools owned by Google, Apple, Facebook, Amazon and Microsoft; also known as the Big 5. Meanwhile, from cloud storage, collaboration, security, to communication tools, these hi-tech giants have covered these aspects (Descasio, 2021). Digital tool identification skills on the other hand can be defined as the ability to know and choose to set of digital working instruments for a specified task (Nwachukwu, 2024). Digital tool identification skill, according to Onyebuenyi and Oluka (2022), in this context refers to the ability of an individual to know and select a particular digital tool for the utilization of mobile learning applications for effective teaching and learning. Digital tools for online content creation are utilized in the creation of school marketing videos that can promote your school, boost enrollment and enrich student's classroom experience (Andre, 2019). It embraces all the tools required for the creation of online educational contents; entrepreneurial competencies inclusive. While the right digital tools to boost entrepreneurial skills training include, social media platforms, email marketing tools, website, online learning platforms, project management tools, analytics tools and a host of others (Descasio, 2021). For instance, Udemy is a popular online learning platform that offers a wide range of courses for entrepreneurs. Others are coursera, skill-share, Zendesk, Microsoft team, Zoom Video Communications, WhatsApp, among others.

Using efficient and innovative digital tools has many advantages which include customer's satisfaction and retention, improved internal and external communication, time optimization, low customer churns out rate, information and centralization etc. (Descasio, 2021). The new wave of digital transformation empowered by smart plus technologies, including the internet of things, augmented reality, and artificial intelligence, has opened fresh opportunities for innovators and enterprisers (Zhang, 2021). On the other hand, it opened new channel to access diverse range of information through the internet without traveling to learning centers (Olaniyi2022). According to Etong (2023) digital entrepreneurship involves using novel digital technologies tools like, big data, mobile and cloud solutions to improve business operations, invent new business models, sharpen business intelligence and engage with customer and stakeholders. According to Okeke (2015) digital technologies are referred to as the use of advances in communication technology, to collect, store, analyze and share physical information and market information in each link of the product value chain, providing important technical support for innovation in various fields. It is the combination of digital tools, content and instructional strategies to support teaching and learning activities and tasks. Digital teaching and learning are any type of instructional activity that is conveyed via digital tools and platforms using pedagogical approaches that utilize the technology effectively (Olaniyi, 2022).

Digital tools promote the educational experiences and achievement of diverse learners in an online learning environment. Digital technology tools comprise of video lectures, voice thread, blogs, wikis, Googles, hangouts, social media, power point, just to mention but a few. However, the type of digital tool used in teaching depends on the skills possessed by the teacher. Among the digital technology tools or platforms are the social media, virtual classroom; internet, online classrooms, video conferencing, PowerPoint presentation, web-based learning just to mention by a few. Social media according to Olaniyi (2019) is a group of internet-based applications that allows the creation and exchange of user generated content. It depends on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, to create, discuss and modify user generated content. No wonder businesses are conducted online globally because of digital tools and application software that are the products of current development in information and communication technology fields.

Methodology

The study adopted a descriptive survey research design. According to Sani, (2015) and Nworgu (2015) descriptive survey research design is one in which a group of people or items are studied by collecting and analyzing data from only a few individuals or items of the entire group considered to be representatives of them. This design is appropriate for this study since information was gathered from a sample of the population (teaching staff) from both colleges of education in Anambra state, who are familiar with the ideas relating to the purpose of study with the aim of generalizing the results for the entire population.

The target population of the study comprised of 105 digital literate teaching staff in the Business education and computer Science Education Departments of the two colleges of education in Anambra state. The population was determined from field survey conducted by the researchers. The entire population constituted the sample for the study because of the manageable size. The data collection was carried out using 32-items questionnaire developed by the researchers based on the extensive literature reviewed; The instrument was structured on four (4) point response scale of strongly agree(SA), Agree (A), Disagree (DA), and Strongly Disagree (SD) with numerical values of 4, 3, 2, and 1 for research questions 1 and respectively, while research question 3 was structured on, great extent, some extent, low extent and no extent with the same numerical values as above. The instrument captioned, “Digital Tools and Platforms for revamping entrepreneurship education for skills acquisition (DTPREESA) was made up of two parts, part A contains questions.

The instrument was validated by three experts from ICT resource centers and school of business education in both colleges. Their corrections and suggestions were used to produce the final instrument for the study. The instrument was trial tested using 25 respondents in Enugu State College of Education (Technical) who were not part of the population under study. The reliability coefficient yielded 0.85 using Cronbach Alpha reliability method. The 0.85 coefficient was in line with Uzoagulu (2011) who stated that reliability index of 0.80 to 1 showed that the instrument was highly reliable. A research assistant was used in the administration of the questionnaire and out of 105 copies distributed, 100 copies were returned giving 95.2% return rate. Weighted means and standard deviation were used to answer the research questions. Decision on the research questions were made using the lower and upper limits of the mean based on a four-point scale as follows: Strongly Agree (SA)=3.50 - 4.00, Agree (A)=2.50 - 3.49, Disagree (D)=1.50 - 2.49, Strongly Disagree 0.50 - 1.49; Likewise, Great Extent (GE) 3.50-4.00, Some Extent (SE)2.50-3.49, Low extent (LE) 1.50-2.49, and No extent (NE)0.50 - 1.49.

The standard deviation was used to determine the homogeneity or otherwise of the opinions among the respondents. Decision on the hypotheses was made by comparing the t-

calculated value with that of t – critical value at 0.05 level of significance. Hypothesis was rejected if t – cal is found to be greater than t – critical (table) value otherwise it is accepted.

Results

Research questions 1: What are the digital tools and platforms for revamping entrepreneurship education for skills acquisition?

Table 1: Mean responses and Standard deviation on the digital tools and platforms for revamping entrepreneurship education for skills acquisition.

		FCE(T) Umunze $N_1 = 65$		**Nwafor Orizu College of Education, Nsugbe $N_2 = 40$**		
S/N	**Item**	$\bar{X}_1$	**SD_1**	$\bar{X}_2$	**SD_2**	**Remarks**
1	Digital analogue communicating gadget.	3.25	0.88	2.68	0.83	Agree
2	Microprocessor training system	2.63	0.80	2.58	0.79	Agree
3	Laptop computer	3.41	0.94	3.02	0.91	Agree
4	Desktop computer	3.05	0.85	2.59	0.81	Agree
5	Digital electronic training modules	2.65	0.80	2.51	0.79	Agree
6	WhatsApp	3.00	0.86	2.53	0.80	Agree
7	Facebook	2.75	0.81	2.60	0.82	Agree
8	Instagram	2.52	0.82	2.70	0.79	Agree
9	Twitter (x.com)	2.93	0.85	2.61	0.82	Agree
10	Web based learning	3.51	0.93	3.42	0.75	Agree
11	Online platform (Udemy, Coursera, skills share etc.)	3.65	0.51	3.50	0.62	Agree
12	Virtual classroom	3.65	0.90	3.92	0.74	Agree
13	Zoom video communication	3.55	0.46	3.85	0.23	Agree
14	Power point presentation	3.56	0.33	3.88	0.23	Agree
15	Mobile line (phone, iPad, tablet)	3.85	0.67	3.83	0.63	Agree
16	Email	3.52	0.28	3.63	0.67	Agree
17	Snapchat	2.31	0.83	2.42	0.91	Disagree
18	YouTube	2.50	0.72	2.87	0.87	Agree
19	Chegg	3.45	0.90	3.51	0.95	Agree
20	Khan academy	3.57	0.93	3.63	0.86	Strongly agree
	Grand mean/SD	**2.98**	**0.77**	**3.11**	**0.74**	**Agree**

Note: $\bar{X}_1$, mean of respondents 1, $\bar{X}_2$ mean of respondents 2
SD_1, Standard deviation of Respondents 1
SD_2 standard deviation of respondents 2
N_1 is Number of Respondent 1
N_2 is Number of Respondent 2

The analysis of data in Table 1 above shows that the respondents agreed with items 1 – 10, 18, and 19 as the digital tools and platforms for revamping entrepreneurship education for skills acquisition, judging from the criterion mean of 2. 5 to 3. 49, while items 11 – 16 and 20 were strongly agreed as necessary digital tools and platforms for enhancing skills

acquisition in entrepreneurship education, while item 17 was not admitted as one of the digital tools and platforms for enhancing entrepreneurship education for skills acquisition.

Research Question 2

What are the teachers' challenges in the use of digital tools and platforms for revamping entrepreneurship education for skills acquisition?

Table 2: Mean and Standard deviation of the respondents on the teachers challenges in the use of digital tools and platforms for revamping entrepreneurship education for skills acquisition.

		FCE(T) Umunze $N_1 = 65$		Nwafor Orizu College of Education, Nsugbe $N_2 = 40$		
S/N	**Item**	$\bar{X}_1$	**SD1**	$\bar{X}_2$	**SD_2**	**Remarks**
1	Lack of awareness on the existence of digital tools and platforms	3.33	0.85	3.05	0.95	Agree
2	Lack of training on the procedures of utilizing digital tools/platforms	3.50	0.69	3.33	0.73	Agree
3.	Lack of steady network for internet usage for training.	3.52	0.61	3.64	0.55	Strongly Agree
4.	Lack of adequate funding to purchase data for online teaching	3.61	0.59	3.74	0.45	Strongly Agree
5.	Non-relatedness of available digital tool/platforms for training	3.44	0.60	3.85	0.36	Agree
6.	Lack of steady power supply	3.70	0.50	3.78	0.51	Strongly Agree
7.	Lack of skilled/professional staff for the use of digital tools/platforms	3.67	0.51	3.67	0.48	Strongly Agree
8.	Lack of adequate teaching hours for the use of digital tools/ platforms.	3.58	0.67	3.76	0.42	Strongly Agree
9.	Lack of supervision/ monitoring of teachers on the use of online learning facilities.	3.52	0.61	3.89	0.32	Strongly Agree
10.	Lack or poor infrastructures for the adoption/ installation of ICT facilities for digital tools/platforms application	3.37	0.62	3.63	0.49	Strongly Agree
11.	Lack of motivational packages to teachers innovative instructional approaches in using digital tools/platforms for teaching.	3.48	0.64	3.56	0.64	Agree
12.	Teachers look warm attitude towards the use of digital tools/platforms for teaching entrepreneurship.	3.46	0.60	3.70	0.67	Agree
	Grand Mean/Standard Deviation	**3.52.**	**0.62**	**3.56**	**0.55**	

The mean scores of items 3,4,6,7,8,9, and 10 in table 2 above fall under the scale of strongly agree. These indicated that the variables are the teachers' major challenges in the use of digital tools and platforms for enhancing entrepreneurship education for skills acquisition, while items 1,2,5,11 and 12 mean scores fall under the scale of agree, showing that the variables are also teachers challenges in the utilization of digital tools and platforms for revamping entrepreneurship education for skills acquisition.

Research Question 3

To what extent are these digital tools and platforms utilized in teaching and learning entrepreneurship education for skills acquisition?

Table 3: Mean and standard deviation of the respondents on the extent of utilization of digital tools and platforms for teaching and learning entrepreneurship education for skills acquisition.

		FCE(T) Umunze $N_1 = 65$		Nwafor Orizu College of Education, Nsugbe $N_2 = 40$		
S/N	**Items**	$\bar{X}_1$	**SD_1**	$\bar{X}_2$	**SD_2**	**Remarks**
1	Digital Analogue communicating gadget	1.52	0.38	2.23	0.45	Low Extent
2.	Microprocessor training system	1.57	0.39	2.44	0.68	Low Extent
3.	Laptop computer	3.43	0.30	3.43	0.30	Some Extent
4.	Desktop computer	3.07	0.37	3.40	0.47	Some Extent
5.	Digital electronic training modules	1.46	0.37	1.57	0.79	Low Extent
6.	WhatsApp	3.32	0.45	3.40	0.55	Some Extent
7.	Facebook	1.49	0.50	1.35	0.45	No Extent
8.	Instagram	1.05	0.85	1.49	0.81	No Extent
9.	Twitter (x)	1.17	0.81	1.27	0.83	No Extent
10.	Web-based learning	2.50	0.86	2.53	0.80	Some Extent
11.	Online platform (Udemy, Coursera skill share, etc.)	2.57	0.30	3..44	0.75	Some Extent
12	Virtual classroom	2.10	0.60	2.43	0.48	Low Extent
13.	Zoom video communication	3.45	0.57	3.41	0.39	Some Extent
14.	Power point presentation	3.05	0.52	3.16	0.51	Some Extent
15.	Mobile line (phone, iPad, tablet)	1.57	0.45	2.40	0.50	Low Extent
16.	E-mail	3.45	0.68	2.50	0.68	Some Extent
17.	Snapchat	1.45	0.51	1.53	0.55	Low Extent
18.	YouTube	1.70	0.65	1.55	0.50	Low Extent
19.	Chegg	1.45	0.68	1.50	0.6	Low Extent
20	Khan academy	1.35	0.58	1.45	0.56	Low Extent
	Grand Mean/ SD	**2.14**	**0.54**	**2.33**	**0.58**	

Based on the responses on Table 3 above, the extent of utilization of these digital tools and platforms in teaching entrepreneurship education for skills acquisition fall under some extent with items 3,4,6,10,11,13,14, and 16 while other items fall under little or low extent. This was based on the criterion mean of 2.5-3.49 and 1.50 – 2.49 respectively.

Test of Hypotheses

Hypothesis 1: There is no significant difference between the mean ratings of respondents of FCE (T) Umunze and Nwafor Orizu college of Education on the identified digital tools and platforms for revamping entrepreneurship education for skills acquisition.

Table 4: Summary of t –test analysis of the mean ratings of FCE(T) Umunze and Nwafor Orizu College of Education, Nsugbe respondents on the identified digital tools and platforms for revamping entrepreneurship education for skills acquisition.

Institutions	N	$\bar{X}$	SD	Df	Std Error	t-cal	t-critical	Decision
FCE(T) Umunze	65	2.98	0.77	103	0.6507	-0.863	±1.98	Accept
Nwafor Orizu College of Education, Nsugbe	40	3.11	0.74					

Based on the Table 4 above, the calculated t – value used in testing the hypothesis stood at – 0.863, while the t – critical value stood at 1.98 using 103 degrees of freedom. At 0.05 level of significance, the calculated t – test value of 0.863 is less than t – critical value of 1.98, hence there is no significant difference between the mean ratings of FCE (T) Umunze and Nwafor Orizu college of education (Teaching Staff) on the identified digital tools and platforms for revamping entrepreneurship. This implies that the identified digital tools and platforms are required for revamping entrepreneurship education for skills acquisition.

Hypothesis 2: There is no significant difference between the mean ratings of the respondents of FCE(T) Umunze and Nwafor Orizu College of Education, Nsugbe on the teachers challenges in the use of digital tools and platforms for revamping entrepreneurship education for skills acquisition.

Table 5: Summary of t-test analysis of the mean ratings of respondents on the teachers' challenges in the use of digital tool and platforms for revamping entrepreneurship education for skills acquisition.

Institutions	N	$\bar{X}$	SD	df	Std	t-cal	t-critical	Decision
FCE(T) Umunze	65	3.52	0.62	103	0.690	-0.344	1.97	Accept
Nwafor Orizu College of Education, Nsugbe	40	3.56	0.55					

Level of Significance = 0.05

The calculated t-value used in testing the hypothesis stood at 0.344, while the t-critical value stood ±1.97, using 103 degree of freedom. The calculated t-value of 0.344 is less than t-Critical value of 1.97, hence there is no significant difference between the mean rating of FCE(T) Umunze and Nwafor Orizu College of Education Nsugbe (Teaching staff) on the teachers' challenges in the use of digital tools and platforms for revamping entrepreneurship education for skills acquisition. This implies that both respondents were of the same opinion on teachers' challenges.

Discussion of Findings

The findings of the study indicated that both teaching staff of FCE(T) Umunze and Nwafor Orizu College of Education Nsugbe, agreed on the identified digital tools and platforms that could revamp entrepreneurship education for skills acquisition. Some of the identified digital tools and platforms include digital analogue communicating gadget, microprocessor training system, laptop computer, desktop computer, digital electronic training modules, WhatsApp, Facebook, Instagram, Twitter (x.com), web-based learning, Online platform, Udemy, Coursera, skill share etc. were among the identified digital tools and communication platforms. This agrees with Olaniyi (2022) who stated that the availability of high-speed internet broadband connection with massive use of desktop computers, laptops, e-readers, Facebook, YouTube and smartphones enable millions of

people to actively engage in social media, text messaging, content sharing, online-learning and much more. On the other hand, Etong (2023) posited that potential entrepreneurs must possess the ability to used digital media and tools to transfer messages efficiently and further identified digital communication tools as email, WhatsApp chat, social networking sites, internet and websites.

The implication of the findings of no significant difference on hypothesis, was that the respondents were on consensus that no significance difference in their opinions on the identified digital tools and platforms for revamping entrepreneurship education for skills acquisition in Anambra State. In other words, they all accepted and agreed on the identified digital tools and platform for revamping entrepreneurship education for skills acquisition. Further, data obtained regarding research question two showed teachers challenges such as lack of awareness on the availability of digital tools and platforms for teaching/revamping entrepreneurship education, lack of training on the procedures of utilization, lack of steady internet/network, lack of adequate funding, non-relatedness of available digital tools and platforms and unsteady power supply were among others identified by respondents. This is in concordance with the findings of Zhang (2013) who stated from the results of his study that teachers have not integrated internet into teaching and learning so far, that teacher's knowledge about ICT and network technology is very limited.

Also, Khemaalatha, Tamil, Lai, Mohd & Geatha (2022) noted that digital entrepreneurship had several challenges such as lack of proper skills by staff and lack of proper facilities to assist in the instruction process. It then implies that the inability of the teachers to integrate digital tools and platforms in teaching entrepreneurship education is a great impediment to digital skills acquisition in revamping entrepreneurship education.

On research question three, data gathered showed the extent to which the digital tools and platforms are utilized in teaching and learning entrepreneurship education for skills acquisition. Based on the findings, the extent was low.Then this implies that most teachers are unaware of the use of digital tools and platforms for imparting skills and knowledge and some teachers lack the professional skills on how to use digital tools and platforms for instructional process, lack of infrastructures/facilities for digital tools and platforms application in instructional process were responsible for teachers laissez-faire attitude towards updating their knowledge and skills.

The null hypothesis 2 tested, showed that there was no significant difference between the opinion of FCE(T) Umunze and Nwafor Orizu College of Education respondents on the teachers challenges in the use of digital tools and platforms for revamping or improving entrepreneurship education for skills acquisition in Anambra State. This implies that both respondents were on consensus on the variables as teachers' challenges in the use of digital tools and platforms for revamping entrepreneurship education for skills acquisition. The accepted variables are the challenges.

Conclusion

It is important to state that entrepreneurship education is a vehicle through which skills acquisition in the use of digital media and platforms could be enhanced in order to be relevant in this contemporary era of digitalization and emerging new technologies for global competitiveness. From the findings of the study, it is crystal clear that certain digital tools and platforms are needed for revamping entrepreneurship education for skills acquisition. In this era of emerging technologies and digitalization, the use of digital tools and platforms could be used for online and offline teaching and learning. The integration of digital technology into teaching and learning will result in huge success and benefits for both teachers and students.

The findings showed that teachers have challenges in the implementation of digital tools and platforms in teaching. Such challenges include lack of awareness and professional skills in the uses of these tools and platforms, lack of digital technology infrastructures and facilities, lack of steady power supply among others are the teachers' challenges. Therefore, the need for teachers to be literate and have good digital skills and knowledge in using digital technologies to improve their teaching methods and approach is desired to promote effective teaching and learning as well as to meet the demand of the 21st century teaching skills.

Recommendations

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

1. Tertiary teacher education institutions should be provided with adequate computers and digital media tools for teachers to integrate into teaching, assessment and evaluation of their students.
2. Teachers must be mandated to update their digital skills to embrace the online and offline transmission of skills and knowledge. Teachers should be encouraged to upskill, reskill through lifelong learning, making use of available opportunities (in-service, TETFund sponsorship or self) training should focus on digital skills, utilization of communication media, presentation of lesson plans, evaluation of students and to improve instructional delivery.
3. Government should ensure constant power supply to tertiary institutions or provide stand-by power generators for teaching and learning.
4. The management of colleges of education should create awareness on the availability of good or properly equipped computer and digital communication technologies laboratory in their respective institutions for teaching and learning.

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