

**UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)  
IN TEACHING AND LEARNING OF OFFICE PRACTICE BY LECTURERS IN  
UNIVERSITIES IN EBONYI STATE FOR ENHANCED SKILL ACQUISITION**

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**Abstract**

*The main purpose of this study was to assess the utilization of Information and Communication Technology (ICT) in teaching and learning of office practice by lecturers in universities for enhance skill acquisition in Ebonyi State. Descriptive survey research design was used in the study. The population of the study consists of 36 lecturers in the department of Business Education drawn from the two universities in Ebonyi State. The entire population was studied due to the manageable size. Three research questions guided the study. Mean was used to analyze the data collected. It was found that all the ICT resources identified for teaching Office Practice were available but were not utilized. This study also revealed that certain constraints like inadequate ICT resources, erratic power supply hindered the effective, utilization of ICT in teaching and learning of Office Practice by lecturers. It was recommended that lecturers be encouraged to undergo effective training on the utilization of ICT resources in delivering their lectures and that enabling environment should be provided for teachers and students to utilize ICT facilities teaching and learning process.*

## **Introduction**

Information and Communication Technology (ICT) which has become so vital in modern society has affected ways people manage information and communication. Today, Information and Communication Technology is very important in teaching and learning process at all levels of education. National Policy on Education (NPE) (2013) envisaged the integration of Information and Communication Technology at all levels of educational institutions. In Nigeria, the use of Information and Communication Technology (ICT) in the education system is emphasized by the government and educational institutions. The use of Information and Communication Technology (ICT) in education has the potential to enhance the quality of teaching and learning, the research productivity of teachers and students.

According to Baribor (2015), recent development in Information and Communication Technology (ICT) has influenced the globalization of various aspects of man's life. This has affected or changed the objectives of education. The shift in objectives implies a shift in the way teachers teach, that is teachers must fully fit and adopt the use of Information and Communication Technology (ICT). Experts feel that proper utilization of Information and Communication Technology (ICT) holds great promise for improving teaching and learning, skill acquisition in addition to shaping workforce opportunities.

Yusuf (2000) stated that Information and Communication Technology (ICT), can be used to improve the quality of teaching and learning in the school system. The use of Information and Communication Technology (ICT) in teaching is a relevant and functional way of providing education to learners in order to assist them imbibe the required capacity for the world of work (Anyafulude 2011). The use of Information and Communication Technology (ICT) resources in the teaching process exposes the learners to the real gadgets they will meet in offices and industries.

According to Christ (2012), Information and Communication Technology (ICT) refers to the form of technology that is used to transmit, store, create, share or exchange information. Information and Communication Technology (ICT) are modern communication system used in transferring of information. Ukandu (2004), opined that Information and Communication Technology (ICT) includes electronics information processing technologies such as computers, internet and other sophisticated gadgets used for dissemination of information in the learning process. This includes all the technologies that support activities involving creation of data, storage, manipulation and communication of information.

Information and Communication Technology (ICT) include all technological inventions by scientists to enhance communication and improve teaching and learning at all levels of education. According to Umah and Nwokike (2016), communication technologies are new teaching aids used to impart knowledge, skills, and attitudes on accounting education students to enable them develop values, manipulative skills needed for educational achievements and technological transformation. Based on the foregoing, the integration of Information and Communication Technology (ICT) in instructional delivery of office practice in particulars and all other disciplines is an indispensable task to ensure that the skills required in the world of work are imparted to the learners.

Office practices are those courses which consist of training in machine operation and clerical routines, instructions in filing and business techniques. Office practice is skill development course and as such requires technological equipment suitable for development of staff to drive and make it possible to achieve the course objectives. Federal Ministry of Education (FME), (2008) stated that developments in Information and Communication Technology have a lot of implications on the office. As the economy grows, the office grows with it to respond to the needs of industry in the provision of information needed for decision making and implementation.

The objectives of office practice as stated in the curriculum are:

- to provide knowledge and skills which can help school leavers to enter the world of work as clerical officers.
- to equip people who want to be self-employed with knowledge and skills needed to set up and operate their business offices.
- to equip school leavers who desire to join the tertiary level to pursue studies in business education programmes.

Office education is instruction that develop skills, knowledge, understanding that are necessary to facilitate business information control and processing. In teaching office practice, attention is given to the development of employable work habits, personality and character building.

Emeasoba (2016) noted that one of the challenges facing business educators has to do with keeping abreast of changes and development in technological environment of business as well as within business organizations so as to be properly positioned to prepare students to take up job in such organizations.

In order to achieve the objectives and develop the employable traits in the learners, lecturers should be conversant with and competent to utilize Information and Communication Technology (ICT) resources in teaching and learning process. The global information society has initiated a shift of emphasis from natural resource-based economic development model to that of knowledge-based resource development in creating wealth. Information and Communication Technology (ICT) is looked upon as the viable tool for uplifting the standard of education in any nation (Barribor, 2015).

The utilization of Information and Communication Technology (ICT) resources can make teaching and learning of office practice more efficient and productive through the provision of various tools to enhance and facilitate learning. If lecturers in business education should

demonstrate professional qualities in teaching office practice, it is then important that teachers of business education (business educators) must be equipped with what is needed to help them integrate Information and Communication Technology (ICT) in teaching.

The utilization of Information and Communication Technology (ICT) in teaching and learning among lecturers in Ebonyi State University has been more of departmental affair rather than institutional and these departments are in sciences, medical and computer science where the synergy between research and teaching is stronger and the essential infrastructure for course development and delivery were accessible.

Business education lecturers are yet to meaningfully integrate Information and Communication Technology (ICT) into their teaching and related activities. Information and Communication Technology (ICT) has great potentials in the classroom. Okeke (2005), identified two important link between education and Information and Communication Technology (ICT). The author noted that if Information and Communication Technology (ICT) is integrated in education, teaching and learning, it will effectively enhance as well provide any nation with a pool of well trained and skilled labour to meet the demand of the public sector. Fowler and Dickie (1997), noted that business education lectures required online teaching skills which involve transferring of knowledge through internet including holding of discussion class, sending of mail, making research, doing assignments, assessing of students' performance and gathering of information.

## **Statement of the Problem**

The rapid changes in the society and work place have challenged the relationship between working life and education. Due to global changes in the world which affect every aspect of man's life, there is need for integration and utilization of Information and Communication Technology (ICT) at all levels of education. Therefore, office practice lecturers in Ebonyi State should utilize Information and Communication Technology (ICT) facilities in their instructional delivery in order to keep abreast with global changes and competently impart these skills, knowledge, information, etc to the learners for effective performance in the world of work. This study therefore seeks to ascertain the level of utilization of the available Information and Communication Technology (ICT) in instructional delivery of office practice by lecturers in universities in Ebonyi State.

## **Purpose of the Study**

The main purpose of the study is to assess the extent of utilization of Information and Communication Technology in teaching and learning of office practice by lecturers in universities in Ebonyi State for enhanced skill acquisition. Specifically the study sought to determine:

1. the Information and Communication Technology (ICT) resources available for teaching and learning of office practice in universities in Ebonyi State,
2. the extent Information and Communication Technology (ICT) is utilized in teaching and learning of office practice by lecturers in universities in Ebonyi State;
3. the constraints to effective utilization of Information and Communication Technology (ICT) in teaching and learning of office practice by lecturers in universities in Ebonyi State.

## **Research Questions**

Three research questions were raised to guide the study:

1. What are the Information and Communication Technology (ICT) resources available for teaching and learning of office practice in universities in Ebonyi State?
2. What is the extent of utilization of Information and Communication Technology (ICT) in teaching and learning of office practice by lecturers in universities in Ebonyi State?
3. What are the constraints to effective utilization of Information and Communication Technology (ICT) in teaching and learning of office practice in universities in Ebonyi State?

## **Method**

Survey design was adopted for the study. The researcher considered this design appropriate for this study since it intends to collect data from lecturers regarding the utilization of Information and Communication Technology (ICT) in instructional delivery of office practice. The study was carried out in the two universities in Ebonyi State that is, Ebonyi State University (EBSU) and Federal University Ndufu-Alike Ikwo (FUNAI). The population for the study was 36 lecturers of business education, 27 of these lecturers were from FUNAI while 9 were from EBSU. There was no sampling since the population is of a manageable size.

A structured questionnaire was used for data collection. The instrument was validated by three experts from Enugu State University of Science and Technology (ESUT). The questionnaire was made up two parts namely: part A & B. Part A was designed to elicit information on the ownership of the institution. Part B has three sections. Section A consists of 10 items which sought information on the available Information and Communication Technology (ICT) resources for teaching and learning of office practice. Section B also has 10 items that sought to elicit information on the extent of utilization of Information and Communication Technology (ICT) resources in instructional delivery of office practice while

section C which contains seven items revealed the constraints to effective utilization of Information and Communication Technology (ICT) resources for effective teaching and learning. Mean was used to answer the research questions. The response option for Section A are: Highly Available, HA – 4 points, Available, A – 3, Moderately Available MA – 2, and Not Available NA – 1. The response option for section B which is to determine the opinion of respondents on the extent to which lecturers in universities utilize Information and Communication Technology (ICT) resources in instructional delivery are; Very Great Extent (VGE) – 4, Great Extent (GE) – 3, Low Extent (LE) – 2, and Very Low Extent (VLE) – 1.

Finally the response option for section C on the constraints to effective utilization are: Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) – 2, and Strongly Disagree (SD) – 1.

Mean was used to answer the research questions. Any item with mean rating of 2.50 and above was regarded as available, great extent and agree for research questions 1, 2 and 3 respectively. Items with mean score below 2.50 was regarded as not available, low extent and disagree for research questions 1, 2 and 3 respectively.



## **Results**

### **Research Question 1**

What are the Information and Communication Technology (ICT) resources available for teaching and learning office practice by lecturers in universities in Ebonyi State?

**Table 1**

Respondents' rating on Information and Communication Technology (ICT) resources available for teaching and learning of office practice in universities in Ebonyi State.

<b>S/N</b>	<b>ICT Resources</b>	<b>HA</b>	<b>A</b>	<b>MA</b>	<b>NA</b>	<b>Total</b>	<b>Mean</b>	<b>Remark</b>
1.	Internet	20	10	3	3	36	3.30	Available
2.	Computers	15	10	8	3	36	3.02	Available
3.	Laptops	23	8	3	2	36	3.40	Available
4.	Multimedia Projector	17	10	6	3	36	3.13	Available
5.	Power Point	16	10	7	3	36	3.08	Available
6.	Spreadsheet	13	11	7	5	36	2.89	Available
7.	CD ROM	14	8	9	5	36	2.86	Available
8.	Online Information Sources	20	10	5	3	36	3.41	Available
9.	Computer Reading Software	20	11	3	2	36	3.36	Available
10.	Word Processing	15	11	7	3	36	3.05	Available

The analysis in table 1 above shows that all ICT resources listed in items 1, 3, 4, 8 and 9 has mean of 3.30, 3.40, 3.13, 3.19 and 3.36. Items 2, 5 and 10 had mean of 3.02, 3.08 and 3.06 respectively. Only items 6 and 7 had mean of 2.89 and 2.86. The respondents responses on the available ICT resources agree that all the ICT resources are available for teaching and learning office practice in universities in Ebonyi State. This is because all the items had mean above 2.50 which was the cutoff point. The observation from the table above is that all the ICT facilities listed are available but the functionality and otherwise of these facilities were not established.

## **Research Question 2**

To what extent do lecturers utilize ICT resources in teaching and learning of office practice in universities in Ebonyi State?

**Table 2**

Mean ratings on the extent of utilization ICT resources in teaching office practice in universities in Ebonyi State.

S/N	ICT Resources	VGE	GE	LE	VLE	Total	Mean	Remark
11.	Internet	5	5	20	6	36	2.25	LE
12.	Laptop	4	10	20	2	36	2.44	LE
13.	Computer	5	5	6	20	36	1.86	VLE
14.	Power Point	3	7	22	4	36	1.63	VLE
15.	Spreadsheet	0	5	21	10	36	1.86	VLE
16.	CD ROM	0	6	7	23	36	1.53	VLE
17.	Online Information Resources	3	7	20	6	36	2.27	LE
18.	Computer Reading Software	1	8	18	9	36	1.47	VLE
19.	Word Processing	2	13	4	17	36	1.63	VLE
20.	Multimedia Projector	0	2	30	4	36	1.94	VLE

The analysis in table 2 above shows that items 11, 12 and 17 are utilized at low extent while items 13, 14, 15, 16, 18, 19 and 20 are utilized at very low extent. This was because their cutoff point was below 2.50 which was the bench mark. The mean responses of the lecturers revealed that the ICT facilities are not utilized for instructional delivery. The mean responses range from 1.47 to 2.44 showing that the means are below the cutoff point of 2.50 which indicate low utilization.

## **Research Question 3**

What are the constraints to effective utilization of ICT resources in teaching and learning of office practice by lecturers in universities in Ebonyi State?

**Table 3**

Constraints to effective utilization of ICT resources in teaching and learning of office practice by lecturers in Ebonyi State.

S/N	ICT Resources	SA	A	D	SD	Total	Mean	Remark
21.	Epileptic power supply	15	10	3	2	36	2.72	A
22.	Cost of assessing internet facilities in the universities	20	10	5	1	36	2.80	A
23.	Obsolete knowledge	11	14	6	4	36	2.83	A
24.	Frequent breakdown of ICT gadgets	21	8	3	4	36	3.25	A
25.	Poor enabling environment	22	9	3	2	36	3.77	A
26.	Lack of requisite ICT skills	17	12	4	3	36	3.13	A
27.	Poor condition of ICT resources	18	11	5	2	36	3.25	A

### **Discussion of Results**

The result of the study in research question one, revealed that ICT resources identified for instructional delivery of office practice were available. This includes computer, internet, multimedia projector, spreadsheet, PowerPoint, CD ROM, word processing, computer reading software, online information sources and laptops. The functionality of these ICT resources were not established. This is in agreement with the study carried out by Anaele and Alade (2009) which stated that facilities are available in most schools but 69.2% of them are in bad state. This is a major threat to the achievement of the objectives of office practice.

The findings of this study is a negation of the study carried out by Umah and Nwokike (2016) which revealed that out of 15 items of modern communication technologies required for teaching accounting education in colleges of education in Enugu State, only 5 items were available with mean score above 2.50. The grand mean of 2.35 on the available modern communication technologies signifies that they are not available.

With regard to research question 2, the study revealed that inspite of the availability of the identified ICT resources, the utilization by the lecturers in teaching and learning of office practice in universities in Ebonyi State was to a low extent. This finding is in agreement with the finding of Afolabi et al (2005), which noted that despite all the advantages of technological

revolution which gave birth to ICT, lecturers do not utilize the ICT resources as expected. Since lecturers do not utilize the ICT facilities in instructional delivery, the students will be deficient in ICT skills acquisition.

Finally, the study showed in research question 3, that certain constraints hinder the utilization of ICT resources for teaching and learning in universities in Ebonyi State. Respondents agreed to all the 7 items as constraints to effective utilization of ICT resources for instructional delivery. This is in line with the findings of Umah & Nwokike (2016) that apart from the availability of modern communication technologies in colleges of education in Enugu State, the usage is also hindered by lack of requisite ICT skills by most accounting educators. This statement is in agreement with Ezeani (2014) who stated that most lecturers do not have the knowledge and skills of ICT in order to promote the uniqueness of the content and skills relating to particular curricular area.

According to Osuala (2004), inadequate infrastructure, funding, skilled manpower and resistance to changes are the challenges facing adequate utilization of ICT in Nigeria.

## **Conclusion**

Based on the findings of this study, it was discovered that ICT resources identified for teaching and learning of office practice were available in universities in Ebonyi State but the functionality were not established. The study also revealed non utilization of the available ICT resources in instructional delivery by lecturers. The following; epileptic power, lack of requisite skills, and cost of assessing internet facilities among others are the constraints to effective utilization of ICT in teaching and learning office practice in universities in Ebonyi. Non utilization will invariably affect the quality of graduates with respect to the skills needed for effective performance in the world of work.

## **Recommendations**

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

1. ICT should be a must for instructional delivery and as such adequate and functional information and communication technology facilities should be made available at all levels of education.
2. There should be in-service training and retraining of teachers to equip them with ICT skills for effective utilization of ICT facilities in instructional delivery.
3. Institutions should provide enabling environment for teachers and students to utilize ICT facilities in the teaching and learning process.

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