

AVAILABILITY AND UTILIZATION OF DIGITAL RESOURCES FOR ENTREPRENEURSHIP SKILLS ACQUISITION IN BUSINESS EDUCATION IN UNIVERSITIES IN RIVERS STATE

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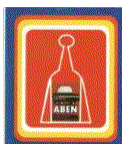
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Abstract

The study Assessed the availability and utilization of digital resources for entrepreneurship skills acquisition in business education in universities in Rivers State. Two (2) specific objectives, two research questions were posed and two corresponding null hypotheses were formulated and tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study was 30 Business Education lecturers from Rivers State University and 11 Business Education lecturers from Ignatius Ajuru University of Education, making a total population of 41. The entire population was studied using the purposive sampling techniques. The instrument for data collection was a self-structured Digital Resources Checklist (DRC) and Digital Resources Utilization Questionnaire (DRUQ) containing 24 item-statements. The questionnaire was designed on a 4-point rating scale of Very Much Available (VMA-4points), Available (A-3points), Somewhat Available (SWA – 2points), Unavailable (UA – 1 point) for research question one and Very High Extent (VHE – 4points), High Extent (HE – 3points), Moderate Extent (ME – 2points) and Low Extent (LE – 1 point) for research question two respectively. The instruments ere face and content validated by three experts: two in the field of Business Education and one in Measurement and Evaluation all in the Faculty of Education, Rivers State University. The reliability of the instrument was computed using Cronbach Alpha formula which yielded an aggregate reliability co-efficient of 0.82 for the two clusters. The mean and standard deviation were used to answer the research questions while t-test statistics was used to test hypotheses at 0.05 level of significance. Finding of the study revealed that digital resources were not adequately available for teaching entrepreneurship in business education in universities in Rivers State. Based on the findings, the researchers concluded that level of availability and utilization of digital resources for teaching entrepreneurship in business education in universities in Rivers State is not adequate for equipping students for entrepreneurial success on graduation. Based on the findings, it was recommended among others that administrators of universities in Rivers State should be encouraged to undertake fund raising activities, the funds of which should be judiciously used to procure adequate digital resources to enhance effective teaching of entrepreneurship in business education.

Keywords: Availability, Business Education, Digital Resources, Entrepreneurship, Utilization



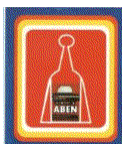
Introduction

Entrepreneurship education 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. It equips people with the ability to seek investment opportunities (Azonuche & Umerri, 2012). Entrepreneurship education is a form of education that seeks to provide knowledge, skills and attitude to students for entrepreneurial success in any setting. Amesi (2014) viewed 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 upon 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 organization capable of using enterprising skills.

From the discussion so far, entrepreneurship education 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 (universities inclusive) 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. According to Eze and Eziolisa (2022), 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 education as a compulsory course in tertiary institutions with the aim of preparing graduates for entrepreneurial success through private sector initiative (Agbonlahor, 2016). The author stressed further that 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. Consequently, 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.

Business education is a university programme with entrepreneurial courses in the content. It consist of the total activity that is planned, organized and developed in form of the preparation of youths for possible economic participation in the community (Agboola, 2015). Business education is a purposeful education which can be used as a solution for employment reduction among graduates for nation's wellbeing (Wagbara, 2017). Ubulom (2014) stated that business education is a broad and comprehensive discipline whose instructional programme encompasses the knowledge, attitudes, skills and competencies needed by all citizens in order to effectively manage their personal businesses and economic system as well as vocational knowledge and skills needed for entry-level employment and advancement in a broad range of business careers. According to Udoh (2010), business education is a means by which an individual develops understanding and skills to be able to enter the business world and become self-reliant.

In view of the importance of business 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 education was integrated into the curriculum of business education programme in tertiary institutions 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. Business 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 & Chukwuma, 2014). However, the teaching and learning of entrepreneurial courses in business education programme in universities in Nigeria is facing challenges due to lack of adequate digital resources (Matto & Bwabo, 2012).

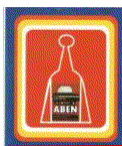
Digital resources involves all the technological tools and devices which are needed by the teacher to provide help and encouragement to pupils' learning activities (Stockle, 2012). In the words of Onyejemezi in Eya and Ureme (2011), digital resources are technological devices/tools which a teacher utilizes 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 resources is inevitable if effective teaching and learning must be achieved. Digital resources range from computers, projectors, document management system, internet services, scanner, smart board, e-library, weblog, podcast, video conferencing, digital camera, Wikis telephone, television programmes and video players etc (Egomo, Enyi & Tah, 2012). It is necessary to note that all digital resources listed about are expected to be found within an educational institution which has the mandate to teach entrepreneurship as the availability and utilization of the items may not be far from the realities of training. In essence, these digital resources needs to be available and fully utilized to enhance effective teaching and learning in entrepreneurship business education.

Availability is a characteristic of a resource that is usable upon demand to perform its required functions (Joseph & Philiias, 2011). To enhance effective teaching and learning of entrepreneurship in business education in universities in Rivers State, there is need for provision of adequate digital resources. Joseph and Philiias (2011), noted further that inadequate provision of digital facilities in schools would inhibit students' academic performance. However, it appears that the inadequacy of digital resources for entrepreneurship in business education in universities in Rivers State is affecting effective teaching and learning. Thus, the extent digital resources are utilized in the entrepreneurship education programme will; to a large extent depend on their availability.

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 & Udegbumam, 2016). Utilization of resources connotes the equitable use of resources of an enterprise especial education industry for effective implementation of the curriculum. Utilization of digital resources in entrepreneurship business education requires teachers' knowledge in the subject area and understanding how students learn using varied digital resources as well as good level of technical expertise (Fan, 2011). One influencing factor in the context of availability and utilization of digital resources is experience. Experience is factor that could influence the utilization of digital resources for teaching among business educators. Nwazor and Udegbumam (2016) reported that experience could be a factor in low teacher utilization of resources for instructional delivery. It is obvious that the success of universities in Rivers State in producing business education graduates with requisite knowledge, skills and competencies through entrepreneurship education depends on the availability and effective utilization of relevant digital resources. It is against this background that this study is conducted to determine the availability and utilization of digital resources for entrepreneurship skill acquisition in business education in universities in Rivers State.

Statement of the Problem

Entrepreneurship education is an educational 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 resources are to be adequately available and utilized to facilitate effective



teaching and learning. Entrepreneurship business education being skilled based requires availability of digital resources such as computers, projectors, document management system, internet services, scanner, smart board, e-library, weblog, podcast, video conferencing, digital camera, wikis (Egomo, Enyi & Tah, 2012) as well as workshops for students practice exercise. The problem of this study therefore is that, availability and utilization of digital resources for entrepreneurship skills acquisition in business education in universities in Rivers State is not clearly known. There is need to empirically study and ascertain the status of availability and utilization of digital resources for entrepreneurship skills acquisition in business education 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 and self-employment.

Purpose of the Study

The general purpose of the study was to determine the availability and utilization of digital resources for entrepreneurship skill acquisition in business education in universities in Rivers State. Specifically, the study sought to:

1. Determine available digital resources for teaching entrepreneurship skills in business education in universities in Rivers State
2. Determine the extent to which available digital resources are utilize for teaching entrepreneurship skills in business education in universities in Rivers State.

Research Questions

The following research questions guided the study

1. What are the available digital resources for teaching entrepreneurship skills in business education in universities in Rivers State?
2. To what extent are the available digital resources utilized for teaching entrepreneurship skills in business education in universities in Rivers State?

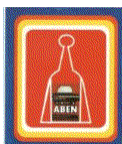
Hypotheses

The following null hypotheses formulated were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of Rivers State University and Ignatius Ajuru University of Education business education lecturers on the extent to which digital resources are available for teaching entrepreneurship skills in business education in universities in Rivers State.
2. There is no significant difference in the mean ratings of Rivers State University and Ignatius Ajuru University of Education business education lecturers on the extent to which digital resources are utilized for teaching entrepreneurship skills in business education programme in universities in Rivers State.

Method

Descriptive survey research design was adopted for the study. The population of the study comprised forty-one (41) business education lecturers, (30) from Rivers State University and (11) from Ignatius Ajuru University of Education Port Harcourt, Rivers State. The entire population was studied because the population was manageable. The instrument for data collection was a self-structured questionnaire tagged "Digital Resources Checklist (DRC) and Digital Resources Utilization Questionnaire (DRUQ). The questionnaire was structured on a four point rating scale. The options to answer research question 1 are: Very Much Available (VMA – 4points), Available (A – 3 points), Somewhat Available (SWA – 2 points), Unavailable (UA – 1 point) and for research question 2: Very High Extent (VHE – 4 points), High Extent (HE – 3 points), Moderate Extent (ME 2points) and Low Extent (LE – 1 point) respectively. Three experts, one in test and measurement and two in Business



Education from Rivers State University 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 and 0.84 for the second cluster with an overall coefficient value of 0.82. The researchers with the help of two research assistants administered forty-one (41) questionnaires out of which (41) copies denoting (100%) were retrieved and used for the study. Data collected were analyzed using descriptive statistics of mean and standard deviation to answer the research questions and t-test inferential statistics to test the hypotheses formulated at 0.05 level of significance. Regarding the research questions, mean rating of 2.50 was used for decision. 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. Again, hypotheses is accepted when t-calculated value is less than t-critical value and rejected when t-calculated value is greater than t-critical value.

Results

Research Question 1: What are the available digital resources for teaching entrepreneurship skills in business education in universities in Rivers State?

Table 1: Mean ratings and Standard Deviation of Business Education Lecturers on Availability of Digital Resources for Teaching Entrepreneurship Skills in Business Education in Universities in Rivers State

S/no	Digital Resources	N	\bar{X}	SD	Decision
1	Computers	41	2.88	0.82	A
2	Projectors	41	2.44	1.01	SWA
3	Document management system to enhance instruction	41	2.19	1.50	SWA
4	Internet services in the university	41	2.49	0.92	SWA
5	Scanners to aid instructions	41	2.42	1.82	SWA
6	Smart board in the departments for instruction	41	2.49	0.72	SWA
7	e-library in the department for use by students and lecturers	41	2.41	1.21	SWA
8	Weblog for academic purpose	41	2.21	1.56	SWA
9	Podcast for academic purpose	41	2.49	0.92	SWA
10	Video conferencing	41	2.04	1.34	SWA
11	Digital camera	41	1.49	1.54	UA
12	Wikis for academic purpose	41	2.46	0.97	SWA
Grand Mean (\bar{X}) & SD			2.33	1.19	SWA

Source: Field Survey, 2022

Data presented in Table 1 above indicates that apart from item 11 which had mean score of 1.49 implying that it is unavailable, items 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 with means scores of 2.44, 2.19, 2.49, 2.42, 2.49, 2.41, 2.21, 2.49, 2.04, 2.46 implies that the items are Somewhat available. Item 1 with mean score of 2.88 indicates that the item is available. The grand mean of 2.33 shows that digital resources are Somewhat available for teaching entrepreneurship skills in business education in universities in Rivers State.

Research Question 2: To what extent are the available digital resources utilized for teaching entrepreneurship skills in business education in universities in Rivers State?

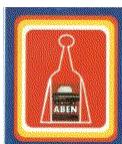


Table 2: Mean ratings and Standard Deviation of Business Education Lecturers on the Extent of Utilization of Available Digital Resources for Teaching Entrepreneurship Skills in Business Education in Universities in Rivers State

S/no	Digital Resources	N	\bar{X}	SD	Decision
1	Computers	41	2.64	0.73	HE
2	Projectors	41	2.46	0.97	ME
3	Document management system to enhance instruction	41	1.49	1.34	LE
4	Internet services in the university	41	2.49	0.92	ME
5	Scanners to aid instructions	41	2.41	1.21	ME
6	Smart board in the departments for instruction	41	2.42	1.82	ME
7	e-library in the department for use by students and lecturers	41	2.49	0.92	ME
8	Weblog for academic purpose	41	2.06	1.54	ME
9	Podcast for academic purpose	41	2.41	1.21	ME
10	Video conferencing	41	2.16	1.50	ME
11	Digital camera	41	1.48	1.56	LE
12	Wikis for academic purpose	41	1.49	1.54	LE
Grand Mean (\bar{X}) & SD			2.16	1.27	ME

Source: Field Survey, 2022

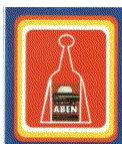
The data presented in Table 2 shows that apart from items 3, 11 and 12 which had mean scores 1.49, 1.48 and 1.49 implying that they are utilized to a low extent in teaching entrepreneurship skills in business education, items 2, 4, 5, 6, 6, 8, 9 and 10 with mean scores of 2.46, 2.49, 2.41, 2.42, 2.49, 2.06, 2.41 and 2.16 are utilized to a moderate extent, while item 1 with mean score of 2.64 is utilized in teaching entrepreneurship skills in business education in universities in Rivers State to a high extent. The grand mean of 2.16 indicates that the available digital resources are utilized in teaching entrepreneurship skills in business education in universities in Rivers State to a moderate extent.

Hypothesis 1: There is no significant difference in the mean ratings of Rivers State University and Ignatius Ajuru University of Education business education lecturers on the extent to which digital resources are available for teaching entrepreneurship in business education in universities in Rivers State

Table 3: Summary of t-test analysis of business education lecturers from Rivers State University and Ignatius Ajuru University of Education on the extent to which digital resources are available for teaching entrepreneurship in business education in universities in Rivers State

Variables	N	\bar{X}	DF	SD	t-cal	t-crit	Decision
RSU Business Educators	30	2.31	39	1.18	0.27	2.00	Accepted
IAUE Business Educators	11	2.35		1.20			

From Table 3 above, the t-calculated of 0.27 is less than t-critical value of 2.00, the null hypothesis earlier stated is therefore upheld. This implies that there is no significant difference in the



mean ratings of male and female business education lecturers on the extent to which digital resources are available for teaching entrepreneurship in business education in universities in Rivers State.

Hypothesis 2: There is no significant difference in the mean ratings of Rivers State University and Ignatius Ajuru University of Education Business Education Lecturers on the extent to which digital resources are utilized for teaching entrepreneurship in business education in universities in Rivers State.

Table 3: Summary of t-test analysis of Business Education Lecturers from Rivers State University and Ignatius Ajuru University of Education on the extent to which Digital Resources are utilized for teaching entrepreneurship in Business Education in Universities in Rivers State

Variables	N	\bar{X}	DF	SD	t-cal	t-crit	Decision
RSU Business Educators	30	2.13	39	1.16	0.10	2.00	Accepted
IAUE Business Educators	11	2.19		1.38			

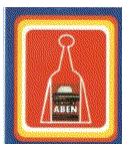
From Table 4 above, the calculated t-value of 0.10 is less than the t-critical value of 2.00, the null hypothesis is therefore upheld. This implies that there is no significant difference in the mean ratings of male and female business education lecturers on the extent to which digital resources are utilized for teaching entrepreneurship in business education in universities in Rivers State.

Discussion of Findings

The result of data analysis as presented in table 1 indicates that availability of digital resources for teaching entrepreneurship skills in business education is presently somewhat available. The respondents were in agreement that computer are available, projectors are Somewhat available, document management system to enhance instruction are Somewhat available, internet services in the university are somewhat available, scanners to aid instructions are somewhat available, smart board in the departments for instruction are somewhat available, e-library in the department for use by students and lecturers are somewhat available, weblog for academic purpose are somewhat available, podcast for academic purpose are somewhat available, video conferencing is somewhat available, digital camera is somewhat available and wikis for academic purpose is somewhat available. The overall items received a grand mean of 2.33 which is in the boundary of 1.50 – 2.49, implying somewhat available. The result is in agreement with the study of Joseph and Phillias (2011), which found that inadequate provision of physical/technological resource's in schools would inhibit students' academic achievements.

On the test of hypothesis 1, the result of data analysis indicates that the overall t-value of 0.27 is less than the t-critical value of 2.00. hence, H_{01} is accepted, which imply that there is no significant difference in the mean ratings of male and female business education lecturers on the extent to which digital resources are available for teaching entrepreneurship in business education in universities in Rivers State.

The result of data analysis as present in table 2 revealed that utilization of available digital resource's for teaching entrepreneurship skills in business education is presently at a moderate extent. The respondents indicated that: projectors, internet services in the university, 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, digital camera and wikis for academic purposes are utilized to low extent, while



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 is consonance 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 influences the latter. The author stressed further that where digital technologies are not available, it is most probable that utilization will be non-existent.

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, H_0 is accepted. This means that there is no significant difference in the mean ratings of male and female Business Education Lecturers on the extent to which digital resources are utilized for teaching entrepreneurship in business education in universities in Rivers State.

Conclusion

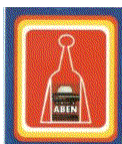
Based on the findings of this study, the researchers concluded that level of availability and utilization of digital resources for teaching entrepreneurship in business education in universities in Rivers State is inadequate for equipping students for entrepreneurial success on graduation.

Recommendations

1. Administrators of universities in Rivers State should be encouraged to undertake fund raising activities, the funds of which should be judiciously used to procure adequate digital resources to enhance effective teaching of entrepreneurship in business education.
2. Administrators of universities in Rivers State should organize training programmes and skill development workshop for business education lecturers to enable them to effectively utilize digital resources in teaching and learning entrepreneurship course contents.

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