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EXTENT OF APPLICATION OF VIDEO CONFERENCING AND MULTI-MEDIA PROJECTORS FOR IMPROVING TEACHING OF BUSINESS EDUCATION IN TERTIARY INSTITUTION IN SOUTH-EAST, NIGERIA

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ABSTRACT

The study ascertained the extent of application of video conferencing and multi-media projectors for improving teaching of business education in tertiary institutions in South-East, Nigeria. Two research questions and two hypotheses guided the study. Descriptive survey research design was adopted for the study. The population comprised 272 business educators from 14 public tertiary institutions offering business education in the zone. The whole population was studied. The instrument for data collection was a 13-item structured questionnaire. The instrument was validated by two experts. To determine the internal consistency of the items, Cronbach Alpha Correction Coefficient was used and obtained the reliability co-efficient values of 0.86 and 0.87 for clusters B1 and B2 with an overall co-efficient value of 0.87. Mean and standard deviation were used to answer the research questions, while ANOVA was used to test the null hypotheses at 0.05 alpha level. The findings of the study revealed that business educators moderately applied video conferencing and multi-media projectors for improving teaching of business education in tertiary institutions in South-East, Nigeria. Years of teaching experience of business educators significantly influenced the mean ratings on the extent they applied video conferencing for improving teaching of business education in tertiary institutions in South-East, Nigeria, but they do not significantly influence their mean ratings on multi-media projectors. The study concluded that video conferencing and multi-media projectors have not been fully applied by business educators for improving teaching of business education in tertiary institutions in South-

East, Nigeria. It was recommended among others that management of public tertiary institutions in South-East, Nigeria should adequately provide online technologies for improving the teaching of business education in tertiary institutions.

Keywords: Tertiary Institution, Business Education, Video Conferencing and Multi-Media Projectors

Introduction

Tertiary education is referred to as all formal post-secondary education, including those offered by public and private universities, colleges, technical training facilities, and vocational schools (World Bank, 2021). According to the Federal Republic of Nigeria (FRN) (2013), tertiary education refers to as the education which an individual receives upon completion of secondary education. Tertiary level of education is the highest level of education, which inculcate in its recipients the needed skills and competencies for the world of work. FRN (2013) stated that the objective of tertiary education in Nigeria is the creation of highly qualified professionals, the development of the intellectual capacities of students and the acquisition of both physical and intellectual abilities. FRN further noted that others are tasked with fostering academic excellence and volunteerism. These objectives are pursued by tertiary educational institutions through teaching, research, knowledge creation, and dissemination, which they do through a range of programmes such as certificate, diploma, undergraduate, and postgraduate courses. Thus, tertiary education instills in its recipients the needed knowledge, skills and competences for the world of work by exposing students to different academic programmes. One of such academic programme at the tertiary level of education is the business education.

Business education is described as a comprehensive academic programme that gives its recipients the information, abilities, and attitudes they need to be successful in any business endeavor they choose to pursue. Business education is a component of a comprehensive educational programme that equips students with the information, abilities, perspectives, and attitudes necessary to succeed as consumers or producers of products and services in the business world (Dambo & Ibitoroko, 2022). Okoro (2015) defined business education as part of vocational education that aims to provide students with the abilities, information, and attitudes necessary for either holding jobs in offices or starting their own businesses. Training for the development of skills for employment and entrepreneurship in a range of business operations is provided by all four of the primary components of business education: accounting, management, marketing and office information management (Wolugbom, 2017). As a result, it is a component of the educational programme that aims to educate an individual with the necessary business and vocational attitudes, understanding, knowledge and abilities. It is concerned with

the development of pedagogical and professional abilities in industry and education required for personal use, as well as entry into the business world as an employer, employee, or self-employment (Ubulom & Dambo). Nwazor and Udegbunam (2016) stated that the purpose of business education is to provide specialized instruction to prepare students for careers in business; fundamental instruction to assist students in assuming their economic roles as consumers, workers, citizens; and background instruction to assist students in preparing for professional careers requiring advanced study. The programme of business education which is the medium through which business education hopes to achieve her objectives is prone to changes linked with the innovations in technologies especially those used in teaching and learning. One of these innovations is online education.

Online education technology or online technology refers to educational technology that assists the teaching and learning process. According to Singh and Thurman (2019), online education is the use of technology to carry out teaching and learning. Online education refers to the instructional contact between instructors and students via various digital platforms such as 'Whatsapp,' 'Zoom' and 'Google', 'Classroom'. Furthermore, online learning covers more than just direct instruction; it also includes any assignments or activities distributed by the instructor via online channels. Online education, commonly known as e-learning, refers to educational practices that are offered via digital technology. The introduction and use of online education tools in business education assists students in becoming autonomous learners, developing critical thinking skills, and developing problem-solving techniques or policies. Forman (2018) stated that online education technology involves learning that is facilitated and supported by information and communication technology, which may encompass various technologies such as desktop and laptop computers, software (including assistive software), interactive whiteboards, digital cameras, mobile and wireless tools (like mobile phones), electronic communication tools (such as audio conferencing, online discussion forum, multi-media projectors, email, discussion boards, chat facilities and video conferencing), virtual learning environments and learning activity management systems. For the purpose of this study, it will cover video conferencing and multi-media projectors because it appears to be very important educational technologies that can assists in the teaching and learning process.

Video conferencing is a well-known technology that is used in scientific research and, increasingly, in education to bring together geographically distant persons synchronously, visually, and in real time. Video conferencing is becoming increasingly popular as internet connections get faster and less expensive, and technology improve. Growing processing power and lower-cost accessories, such as smart phones, laptops, desktop computers, webcams, speakers, and microphones, have also made it possible to participate in video conferencing using dedicated software on a

standard desktop computer, laptop, or smart phone without the need for expensive special hardware (Jayade, Warade & Gaikwad, 2020).

Video conferencing is a strong form of communication that allows students to communicate with their teachers as well as other students or instructors online. Video conferencing is a means for communication and learning that allows for live, real-time, factual, fascinating, and pleasurable learning. Video are sent concurrently during video conferencing. Internet services utilize it on student smart phones, laptops, desktops, i-pads, i-phones, televisions, and other electronic devices. Gowon, Okoye and Okorafor (2022) noted that the use of digital library, video conference and Google search engine have positive influence on the learning of business education in public universities in South-South, Nigeria. Okiridu and Okafor (2022) revealed that video conferencing and recorded audio was lowly applied for teaching-learning process of business education courses during the Covid-19 era. Anetu, Ugwoke and Moghalu (2020) stated that Learning Management System, digital library, computer simulations, electronic books, video/teleconference are not available and therefore are utilized to a low extent by both lecturers and students. Teachers, policy makers, parents and other individuals involved in the higher education system can use video conferencing for students (Stojanova, 2019). Teachers are encouraged by higher education institutions, schools, colleges, and universities to employ new teaching approaches such as video conferencing technologies for teaching skills acquisition.

Multimedia is a tele-service concept that provides integrated and simultaneous services of more than one telecommunication services, namely, voice-world, video-world and data-world. An example of multimedia tools includes: WWW, video conferencing, video on demand, interactive TV, interactive movies, electronic magazines and journals, groupware, digital video editing, home shopping and projector. Multimedia projector is use to process a specific video signal and projects a corresponding image on a large screen using a lens system. Video projectors incorporate the image of a very bright light to display the image. The video signal rides a long special digitalized light that is then projected on thousands of reflection within the projector, which then shines the image onto screen. The learners have vivid pictorial imagination of what is been taught through this medium. Anetu, Ugwoke and Moghalu (2020) revealed that internet and web browser, Interactive whiteboard, Compact disk, multi-media projector, power point, computers, smart phones, among others are available and are also highly applied by both lecturers and students in business education. Iyamu and Chiedu (2018) noted that modern technology such as interactive television and multimedia projector highly influences the teaching and learning of business education courses. In addition, Nwazor and Udegbunam (2016) opined that multi-media and internet tools were used as teaching strategies but to a moderate extent.

However, certain variable could influence extent of application of video conferencing and multi-media projectors for teaching business education by business educators in tertiary institutions. The variable could be years of teaching experience. Years of teaching experience in the context of this study refers to the number of years of professional practice as business educators. It is viewed as the skills and knowledge an individual has garnered from time on the job. Adeoye, Adenikan and Adenikan (2020) reported that there was a consensus in business educators' perception of online education technology for teaching in tertiary institutions irrespective of their years of teaching experience. Adeoye, Adenikan and Adenikan further revealed that schools having more business educators with 6-10 years and above 10 years teaching experience had better results and can apply online education technology in tertiary institutions more than business educators with below five years teaching experience. Gowon, Okoye and Okorafor (2022) revealed that there is no significant difference in the mean ratings of male and female business education students on the perceived influence of the use of video conferencing in learning of business education courses, Nigeria as well as based on their years of teaching experience. Iyamu and Chiedu (2018) revealed that business educators did not differ significantly on modern technology influence with respect to their years of teaching experience. The years of teaching experience of business educators, according to Jokiaho, May, Specht and Stoyanov (2018) could influence lecturers' use of online education technologies in teaching. It is therefore against this background that the researchers sought to investigate the extent of application of video conferencing and multi-media projectors for improving teaching of business education in tertiary institutions in Nigeria.

Statement of the Problem

Online technology is a force that has changed many aspects of people's ways of life. The pervasive influence of online technology has brought about a rapid technological, social, political and economic transformation, which paved way to network society, organised around ICT. This necessitated the call for the integration of online education technology in business education in tertiary education in Nigeria. The Federal Government of Nigeria and the Governments of States in South East, Nigeria have both heeded to this call by organizing conferences, seminars, workshop by recognizing the importance of online technology as a veritable tool for the development of tertiary education. As a result, the federal government has launched initiatives to establish ICT hubs in all Nigerian tertiary institutions. Despite these initiatives, it appears that online technology has not really made any impact in terms of improving the quality of teaching and output in business education programme. The researcher makes this assertion based on the fact that lecturers have continually struggled with the extent of application of technology in teaching. This has led some lecturers' in the business education to continuously

depend on the traditional method of teaching business education. The problem of this study is that if this ugly situation is not taken into consideration, it might affect the quality of graduates produced in the business education. It was against this background that the researchers investigate the extent of application of video conferencing and multi-media projectors for improving teaching of business education in tertiary institutions in Nigeria.

Research Questions

The following research questions guided the study.

1. To what extent are video conferencing applied for improving the teaching of business education in tertiary institutions in South East, Nigeria?
2. To what extent are multi-media projectors applied for improving the teaching of business education in tertiary institutions in South East, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of business educators on the extent video conferencing are applied for improving the teaching of business education in tertiary institutions in South East, Nigeria based on years of teaching experience.
2. Business educators do not significantly differ in their mean ratings on the extent multi-media projectors are applied for improving the teaching of business education in tertiary institutions in South East, Nigeria based on years of teaching experience.

Research Method

The study adopted descriptive survey design. The population of the study comprised 272 business educators from 14 public tertiary institutions offering business education in South East, Nigeria. The entire population was used for the study because of its manageable size, hence, the study adopted a census survey. Data for this study was collected using a 13 items structured questionnaire. The respondents were requested to rate the items on a 5-point rating scale of Very Highly Applied (VHA), Highly Applied (HA), Moderately Applied (MA), Lowly Applied (LA) and Very Lowly Applied (VLA) with values 5, 4, 3, 2 and 1 respectively. The instrument was validated by two experts in business education.

Cronbach Alpha method was used to establish the reliability of the items instrument. The application of the Cronbach Alpha reliability coefficient for the two clusters yielded coefficient values of 0.86 and 0.87 respectively with an overall reliability co-efficient value of 0.87. Out of the 272 copies of the questionnaire distributed to the respondents in their institutions through direct approach which facilitated a response rate, 256 copies (representing 94 percent) were dully completed, retrieved and used for data analysis. Data collected were analyzed using

mean and standard deviation to answer research questions while ANOVA was used to test the null hypotheses at 0.05 level of significance. The application of Statistical Package for Social Sciences (SPSS) version 23 was used for data analysis. For the hypotheses, p-value was used for decision making. Where the calculated p-value was less than the stipulated level of significance 0.05 ($p < 0.05$), it implies that there was a significant difference between respondents' mean scores and the null hypothesis is rejected. On the other hand, if the p-value is greater than or equal to the alpha level of 0.05 ($p \geq 0.05$), it means that there was no significant difference in the respondents mean scores and is not rejected.

Presentation of Results

Research Question 1: To what extent are video conferencing applied for improving the teaching of business education in tertiary institutions in South East, Nigeria?

Table 1: Business Educators mean ratings on the extent video conferencing are applied for improving the teaching of business education in tertiary institutions in South East, Nigeria. N =256

S/N	In my Institution, I use video conferencing technology to improve:	X	$\overline{SD}$	Remarks
1.	live video lectures where students can participate	3.47	0.53	Moderately Applied
2.	students on virtual field trips to visit businesses	3.32	0.58	Moderately Applied
3.	personalized tutoring sessions for students who need extra help or clarification	3.17	0.59	Moderately Applied
4.	on sharing learning materials with students	2.98	0.64	Moderately Applied
5.	on discussion concerns with lecturer's outside of class time	3.12	0.62	Moderately Applied
6.	simulations exercises where business educators can expose students to practice real-world business scenarios	3.46	0.56	Moderately Applied
	Cluster Mean	**3.25**		**Moderately Applied**

Data in Table 1 show the cluster mean score of 3.25 indicating that business educators in South-East, Nigeria moderately applied video conferencing for improving the teaching of business education in tertiary institutions. The analysis of the items further indicates that business educators rated all the items as moderately applied with the mean ratings ranged from 2.98 to 3.47. The standard deviation of 0.53 to 0.64 showed that respondents are not wide apart in their mean ratings which indicate homogeneity.

Research Question 2: `To what extent are multi-media projectors applied for improving the teaching of business education in tertiary institutions in South East, Nigeria?

Table 2: Business Educators mean ratings on the extent multi-media projectors are applied for improving the teaching of business education in tertiary institutions in South East, Nigeria. N =256

S/N	In my Institution, I use multi-media projectors to improve:		$\overline{X}$	SD	Remarks
7.	lecturers teaching, motivation and encourages interaction with the students		3.47	0.47	Moderately Applied
8.	efficient instructional delivery	3.26	0.51	Moderately Applied	
9.	virtual discussion forums where business educators and students can engage in discussions	3.48	0.46	Moderately Applied	
10.	lecturers with learning content organization	2.46	0.54	Lowly Applied	
11.	lecturers to reflect on a lesson and correct erroneous impressions		2.43	0.56	Lowly Applied
12.	lecturer's ability to enhance their teaching reinforcement		3.06	0.50	Moderately Applied
13.	learners to have vivid pictorial imagination of what is been taught through		3.38	0.48	Moderately Applied
	Cluster Mean		**3.07**		**Moderately Applied**

Data in Table 2 show the cluster mean score of 3.07 indicating that business educators in South-East, Nigeria moderately applied multi-media projectors for improving the teaching of business education in tertiary institutions. The analysis of the items further indicates that business educators rated five items as moderately applied with the mean rating from 3.06 to 3.48. The remaining 2 items have mean scores ranging from 2.43 and 2.46 as lowly applied. The standard deviation of 0.46 to 0.56 showed that respondents are not wide apart in their mean ratings which indicate homogeneity.

Hypothesis 1: There is no significant difference in the mean ratings of business educators on the extent video conferencing are applied for improving the teaching of business education in tertiary institutions in South East, Nigeria based on years of teaching experience (0-5 years, 6-10 years or above 10 years).

Table 3: Summary of ANOVA on the mean ratings of business educators on the extent video conferencing are applied for improving the teaching of business education in tertiary institutions based on their years of teaching experience (0-5 years, 6-10 years or above 10 years).

	Sum of Squares	df	Mean Square	F	P-value	Remarks
Between Groups	187.410	2	93.705	9.580	.000	Significant

Within Groups	2288.902	253	9.782
Total	2476.312	255	

As shown in Table 3, the F-ratio (df:2/253) is 9.580 and the P-value (.000) is less than the stipulated 0.05 level of significance (P-value < alpha level). It was therefore noted that business educators significantly differ in their mean ratings on the extent they applied video conferencing for improving the teaching of business education in tertiary institutions in South East, Nigeria based on their years of teaching experience. Therefore, the null hypothesis is rejected.

Hypothesis 2: Business educators do not significantly differ in their mean ratings on the extent multi-media projectors are applied for improving the teaching of business education in tertiary institutions in South East, Nigeria based on years of teaching experience.

Table 4: Summary of ANOVA on the mean ratings of business educators on the extent multi-media projectors are applied for improving the teaching of business education in tertiary institutions based on their years of teaching experience (0-5 years, 6-10 years or above 10 years).

	Sum of Squares	df	Mean Square	F	P-value	Remarks
Between Groups	288.575	2	144.287	10.731	.091	Not Significant
Within Groups	3146.438	253	13.446			
Total	3435.013	255				

As shown in Table 4, the F-ratio (df:2/255) is 10.731 and the P-value (.091) is greater than the stipulated 0.05 level of significance (P-value > alpha level). It was therefore noted that business educators do not significant difference in the mean ratings on the extent they applied multi-media projectors for improving the teaching of business education in tertiary institutions in South East, Nigeria based on their years of teaching experience. Therefore, the null hypothesis is not rejected.

Discussion of Findings

Findings of the study in the research question 1 revealed that business educators in South-East, Nigeria moderately applied video conferencing for improving the teaching of business education in tertiary institutions. The findings of the study agree with Gowon, Okoye and Okorafor (2022) who noted that use of digital library, video conference and Google search engine have positive influence on the learning of business education in public universities in South-South, Nigeria. The finding disagrees with Okiridu and Okafor (2022) who revealed that video conferencing and recorded audio was lowly applied for

teaching-learning process of business education courses during the Covid-19 era. The finding disagrees with Anetu, Ugwoke and Moghalu (2020) who noted that Learning Management System, digital library, computer simulations, electronic books, video/teleconference are not available and therefore are utilized to a low extent by both lecturers and students. This implies that business educators in the area of the study were could not applied video conferencing to expectation for improving the teaching of business education in tertiary institutions in South East, Nigeria which is unremarkable. The reasons for determining business educators' opinion on the extent video conferencing are applied for individuals or groups of students to communicate with their teachers as well as others students or instructors online. It allowed students in remote areas to access educational opportunities.

Results of the null hypothesis 1 in Table 2, revealed that business educators significantly differ in their mean ratings on the extent they applied video conferencing for improving the teaching of business education in tertiary institutions in South East, Nigeria based on their years of teaching experience. The finding disagrees with Gowon, Okoye and Okorafor (2022) that there is no significant difference in the mean ratings of male and female business education students on the perceived influence of the use of video conferencing in learning of business education courses, Nigeria as well as based on their years of teaching experience. The reason for the dissimilarities in test of hypotheses is because their self-efficacy and attitude towards the use technology in teaching of business education in tertiary institutions. The reason for determining business educators' opinion on the extent they apply video conferencing for improving the teaching of business education in tertiary institutions is because they are in a better position to answer for its effectiveness.

Findings of the study in the research question 2 revealed that business educators in South-East, Nigeria moderately applied multi-media projectors for improving the teaching of business education in tertiary institutions. The finding of the study agrees with that of Anetu, Ugwoke and Moghalu (2020) who revealed that internet and web browser, Interactive whiteboard, Compact disk, multi-media projector, power point, computers, smart phones, among others are available and are also highly applied by both lecturers and students in business education. The finding of the study also agrees with Iyamu and Chiedu (2018) that modern technology such as interactive television and multimedia projector highly influences the teaching and learning of business education courses. In addition, Nwazor and Udegbunam (2016) agree with the findings that multi-media and internet tools were used as teaching strategies but to a moderate extent. This implies that business educators in the area of the study were could not applied multi-media projectors to expectation for improving the teaching of business education in tertiary institutions in South East, Nigeria which is unremarkable. This indicate that role of multi-media projectors help individuals or groups of

students to have vivid pictorial imagination of what is been taught.

Results of the null hypothesis 2 in Table 4, revealed that business educators do not significant difference in the mean ratings on the extent they applied multi-media projectors for improving the teaching of business education in tertiary institutions in South East, Nigeria based on their years of teaching experience. The finding of the study agrees with Iyamu and Chiedu (2018) who revealed that Business educators did not differ significantly on modern technology influence with respect to their years of teaching experience. The reason for the similarities in test of hypotheses is because they make use of multi-media projectors for improving the teaching of business education in tertiary institutions. The reason for determining business educators' opinion on the extent they apply multi-media projectors for improving the teaching of business education in tertiary institutions is because they are in a better position to answer for its effectiveness.

Conclusion

Based on the findings of this study, it was concluded that video conferencing and multi-media projectors have not been fully applied by business educators for improving teaching of business education in tertiary institutions in South East, Nigeria. The application of video conferencing and multi-media projectors by business educators will help to ensure efficiency in the output of the programme. On the findings based on hypotheses tested, it was concluded that business educators differ significantly in their mean ratings on the extent they applied video conferencing, and they do not significantly differ on multi-media projectors for improving the teaching of business education programme in tertiary institutions in South East, Nigeria based on their years of teaching experience.

Recommendations

Based on the findings and conclusion drawn from the study, the following recommendations are made:

1. Business educators should adequately apply video conferencing and multi-media projectors and any others one not treated in the study for improving teaching of business education in tertiary institutions.
2. Administrators of business education in public tertiary institutions should collaborate with the private sector in the areas of funding, technical support and resource provisions so as to ensure the full and efficient application of online technologies in the programme.
3. All institutions must scramble different options of online pedagogical approaches and try to use technology more aptly. This will help in creating a collaborative and interactive learning environment where students can give their immediate feedback, ask queries, and learn interestingly.

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