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USE OF MODERN TECHNOLOGY FOR TEACHING BY BUSINESS EDUCATORS DURING COVID-19 ERA

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ABSTRACT: *The aim of the study was to examine the use of modern technology for teaching by business educators in COVID-19 Era in public universities in Edo State. The population of the study was one hundred and eighty nine (189) business educators in universities in Edo and Delta States as at January, 2021. The entire population was used for the study; therefore there was no sampling. Three research questions gave credence to the study and one hypothesis was formulated. A descriptive survey was adopted for the study, and a 32-item structured questionnaire was used for data collection. Four experts validated the instrument. The reliability was tested using Cronbach alpha which yielded 0.82 was obtained as reliability co-efficient value. The data collected were analyzed using descriptive statistics of mean and standard deviation to answer the research questions. The formulated null hypothesis was tested at 0.05 alpha level with a t-test inferential statistics. The findings revealed that business educators make use of moodle/sloodle; online collaboration; and crowdsourcing to a very low extent in teaching during this covid-19 era. The finding further revealed that male lecturers do not differ significantly from female lecturers in the use of modern technology in teaching. Against this back drop it was recommended that management of various institutions should embark on training of its staff for the use of modern technology to teach during the Covid-19 era.*

KEY WORDS: moodle, sloodle, online collaboration, crowdsourcing, Covid-19

INTRODUCTION

The average Nigerian believes that education is a potent tool to prepare the Nigerian child ahead for future responsibilities and to cope with life challenges. The extent to which this can be achieved is partly dependent on the competencies of the educators (Lecturers) in their service delivery to impart the right knowledge and skills on the students to enable them fit into any stratum of the economy. Gove (2012) posited that competencies and skills acquired have been acknowledged in our society. Ijaiya (2001) also argued that the entire education system, processes and products will be termed as failures and will pose dangers to everybody where the individual resides if there is no qualitative education.

Members of academic staff are the key agents necessary to attain the hallmark in the implementation of educational curriculum. They are the human resources which are essentially required to achieve educational goals and objectives and no education in a given society can rise above the quality of its teaching personnel. Akinmayowa (2005) posited that human resources are the most potent asset of any organization and without them other things will remain idle, be it machinery/equipment, materials and capital. The continuous development of human resources (Staff development) to a large extent could determine their proficiencies, adept, efficiency and effective service delivery which is sine-qua-non to guarantee quality assurance.

Staff development could be said to be the improvement on the competencies; knowledge and skills of employees (educators) to enhance their effective service delivery, job proficiencies and productivity through training and retraining in series of programmes which could be on-the-job or off-the-job. The Federal Government of Nigeria (FGN) (2004 emphasized the need for continuous staff development as a prerequisite to guarantee quality assurance in any educational programme.

Staff development through training and retraining programmes will provide educators with the needed competencies; skills and technical-know–how to tackle teaching challenges and inadequacies that would have been inimical to successful curriculum implementation to guarantee quality assurance. It could also enable academic staff conduct quality researches that could provide good recommendations to proffer solutions to problems, issues and challenges that pose imminent dangers to industrial performances. Although the National University Commission (NUC) set minimum academic standard to ensure quality assurance in both public and private universities, but available evidences indicate that the poor quality of graduates turned out yearly is appalling and the entire spectrum of the society has decried the falling standard of education in Nigeria. Obiseun (2010) quoting World Bank revealed that about 80 percent of graduates in Nigeria lack the required skills for employability.

The general public and parents in particular are lamenting about the falling standard of education and the poor quality of graduates produced from the Nigerian universities who roam about the street endlessly seeking for jobs. Oriazowanlan and Uko-Aviomoh (2018) stated that the quality of graduates produced could largely depend on the effectiveness of educators in their pedagogical skills and service delivery (teaching) that could guarantee quality assurance. Apparently, the knowledge and skills graduates possess from school training experiences will determine how they can cope with the various challenges in the labour market and workplace. In a similar vein, Umoru (2011) posited that graduates seem not to have acquired competent skills required for employment and effective job performances as evidenced by the complaints of employers. Toby (2000) argued that the quality of Nigerian workforce in the entire spectrum is incompetent and classified carpenters as wood butchers, cooks spoil the brut and doctors as too incompetent to handle human ailments. These educators need to upgrade and update their knowledge and skills through training and retraining in order to meet the current global academic standard.

The world has become automated and education as a service industry saddled with the responsibility of knowledge sharing cannot afford to be swept away with the tides rather must be in tune with global technological changes and taste. Current trends suggest that office

activities have been automated the world over including educational institutions where education graduates are expected to work assiduously to demonstrate the mastery of the competencies they acquired in schools. The technological advancement, globalization and internalization have revolutionized knowledge-sharing which may possibly affect curriculum planning, implementation, teaching methods, strategies and techniques.

Today, lecturers use computer, multimedia, post cards, flash cards to teach and there is digital learning through online. As new knowledge and skills continue to creep into the world, high level of obsolesce in old knowledge, skills and taste requires update and upgrade, therefore, new technology and media utilization are needed to keep pace with the world educational standard. The ardent need for educators to update and upgrade their knowledge and skills through training and retraining is imperative to keep abreast and cope with the continuous dynamic changes. This could serve as impetus of mainstreaming in current educational trends and development for effective service delivery to guarantee quality assurance. Nowadays, people can sit in the comfort of their rooms and learn through the internet either as distant learning or e-learning and various degrees could be obtained through such platform. In Covid-19 era, some modern technology needed for teaching include Moodle/Sloodle, online collaboration, crowdsourcing, Facebook, YouTube, and WhatsApp, among others.

Moodle is an acronym for Modular Object-Oriented Dynamic Learning Environment is free and open-source software Learning Management System (LMS). Moodle relies very much in "blended learning, distance education, flipped classroom, and other eLearning projects in schools, universities, workplaces and other sectors". Moodle is modified to set up private websites with online courses for lectures and students to achieve and teaching and learning goals. Moodle/Sloodle helps students to be abreast and keep in close contacts with their classmates and teachers in a teaching/learning environment for easy accessibility to users.

Warren (2020) sees online collaboration "as the tools and platforms people use to work together within a digital environment". It also refers to how teachers and students come together and learn in internet friendly environment. Teachers and students using Online can work together "on text documents, PowerPoint presentations, video chats, or detailed brainstorming projects". The idea is that users can work together at the same time living in different locations.

Apolto, Reffell, Ashraf, Ng and Ludvik (2021) stated that "crowdsourcing is the practice of engaging a 'crowd' or group for a common goal — often innovation, problem solving, or efficiency. Crowdsourcing is enabled by social media and web 2.0. "It is a way of using individuals or groups of people, paid or unpaid who are linked together with a common interest to bring forward powerful increased results through their aggregated actions or activities". Hargrave (2019) opined that "crowdsourcing involves obtaining work, information, or opinions from a large group of people who submit their data via the Internet, social media, and smartphone apps". These new technologies may be of help during Covid-19 in teaching and learning by teachers and students.

The global novel corona virus pandemic (COVID-19) resulted in compulsory closure of all schools and learning centres globally for fear of widespread of the virus and as a measure to curtailing it but in order to ensure sustainability and continuous teaching and learning process, the use of modern technology such as on-line teaching/learning become sacrosanct to mitigate

the challenges. The lecturers who are saddled with the responsibility of service delivery need to master the knowledge and skills in the use of modern technology to ensure effective teaching and learning process.

Interestingly, most schools examinations are now computer-based and educators need to play their active roles in ensuring strict supervision, marking and grading. One can only give what he/she has and give it based on the competency possessed but how competent the educators are in carrying out the unequivocal task remains a big question since the educators are computer immigrants who are used to the conventional lecture method of teaching/learning which is theory-based. There is hardly any spectrum of the educational process that has no link with media usage in the educational system and universities in particulars.

The training and retraining needs of educators became more imperative due to technological advancement and globalization in education in order to produce graduates of world standard; that is, to produce graduates who will fit into any strata in the world of work and more importantly to surmount the challenges posed by the novel Corona Virus pandemic, COVID-19. The versatility and vast in knowledge and skills of the educators will determine their altitude in job proficiency, career development and advancement including value creation in this jet age of technological-knowledge driven world.

The acquisition of appropriate knowledge and skills by graduates with both employable and self-reliant skills is highly dependent on the competencies of the academic staff in qualitative service delivery. These educators need to be abreast to cope with the trend of teaching challenges posed by the dynamism of man and society needs through training and retraining which is imperative to continuously update and upgrade their knowledge and skills through series of training programmes. The competencies they display in ensuring good lesson planning, delivering of instruction and assessment of students' performances will immensely facilitate achieving quality assurance. The quality of staff development would influence their effectiveness, proficiencies and productivity to guarantee quality assurance.

Educators, and employees, academic staff, and lecturers are used interchangeably in this study. Therefore, the study determined the training needs of staff in the use of new technology and how lecturers can take advantage of them to develop, update and upgrade their knowledge and skills for effective work performance that could guarantee quality assurance and also to determine government support.

Old business educators as capsulated in this study are those business educators who are aged 25 years and above, while young business educators are those who are less than 25 years old in age.

Purpose of the Study

The main purpose of this study was to determine of new technology for teaching in universities in Edo State. Specifically the study ascertained the extent:

1. Business educators use moodle/sloodle to teach during Covid-19
2. Business educators use online collaboration to teach during Covid-19
3. Business educators use crowdsourcing to teach during Covid-19

Research Question

The following research questions gave credence to the study

-To what extent do business educators use Moodle/Sloodle to teach during Covid-19 era?

-To what extent do business educators use of online collaboration to teach during Covid-19 era?

-To what extent do business educators use of crowdsourcing to teach during Covid-19 era?

Hypothesis

The following hypothesis was tested at alpha level of 0.05

Male business educators do not differ significantly from female business educators in the use of modern technology for teaching in Covid-19 era

LITERATURE REVIEW

Moodle/Sloodle

Dougiamas (2001) originally developed Moodle to help educators to create online courses with a focus on interaction and collaborative construction of content, and it is in continual evolution. The first version of Moodle was released in 2002. Nowadays the Moodle project is led and coordinated by Moodle HQ, an Australian company which is financially supported by a network of Moodle partner service companies worldwide. Moodle has been translated in over 100 languages.

Moodle (acronym for Modular Object-Oriented Dynamic Learning Environment) is free and open-source software Learning Management System (LMS). Moodle is used for blended learning, distance education, flipped classroom, and other eLearning projects in schools, universities, workplaces and other sectors. Moodle is highly customized and it is used to create private websites with online courses for educators and trainers to achieve learning goals. Sloodle's users can attend a virtual classroom where they can meet “face-to-face” with their virtual classmates in their avatar form. The trainer can create a learning environment to fit the training on hand. With unlimited possibilities, the students can participate in chats (audio and text) using the accessible Moodle chat room. Discussions can be archived securely in the Moodle database. Slides and documents can be viewed in-world as part of a live presentation on virtual boards and can be quickly uploaded to Moodle in a variety of formats to be viewed asynchronously.

Online collaboration

Warren (2020) sees online collaboration refers to the tools and platforms people use to work together within a digital environment. In most cases, it refers to how people work together over the internet. Online collaborators can work together on text documents, PowerPoint presentations, video chats, or detailed brainstorming projects. The idea is that users do not need to be in the same room at the same time to work together.

ezTalks (2021) defined Online collaboration as a technology that uses a collaboration software like ezTalks Cloud Meeting and so on to allow a group of people to work together to achieve the same goal. The members of collaborating group can use the collaboration software to coordinate, communicate, cooperate, share, negotiate and even compete with each other to solve problems. ezTalks further stated that there are two types of Online collaboration: synchronous and asynchronous.

Crowdsourcing

The Internet and social media have brought organizations closer to their stakeholders, laying the groundwork for new ways of collaborating and creating value together like never before. It be applied in enterprise, education, government, IT, finance, entrepreneurship, marketing, science and health, social enterprise and non-profit organisations.

Apolto, Reffell, Ashraf, Ng and Ludvik (2021) stated that crowdsourcing is the practice of engaging a 'crowd' or group for a common goal — often innovation, problem solving, or efficiency. It is powered by new technologies, social media and web 2.0. It is a process of tapping into individuals or groups of people, paid or unpaid who are linked together with a common interest to bring forward powerful increased results through their aggregated actions or activities. Crowdsourcing can take place on many different levels and across various industries. It is now easier than ever for individuals to collectively contribute — whether with ideas, time, expertise, or funds — to a project or cause. This collective mobilization is crowdsourcing. This phenomenon can provide organizations with access to: new ideas and solutions, deeper consumer engagement, opportunities for co-creation, optimization of tasks, and reduced costs

METHODOLOGY

The descriptive survey research design was adopted for the study. The study covered three universities in Edo State, and the population comprised about 2860 academic staff. 280 were purposively selected and three research questions guided the study and one hypothesis was tested at 0.05 level of significance. A 32-item structured questionnaire was used as instrument for data collection. The instrument was validated by four experts and tested for its reliability using Cronbach alpha and a reliability value of 0.88 was obtained. The responses were rated with nominal values as high extent (4), moderate extent (3), fairly moderate extent (2), low extent (1). The descriptive statistics of mean and standard deviation were employed to answer the research questions and determine the homogeneity of the respondents' opinion while a t-test inferential statistics was used to test the formulated hypothesis. A standard mean score of 2.5 was employed a mean criterion. Any value above or equal to 2.5 was high extent, while any value less than 2.5was low extent. On the other hand when the p-value is greater than 0.05 the null hypothesis was rejected and accepted when the p-value is less.

RESULTS

Question One

To what extent do lecturers use Moodle/Sloodle in the midst of Covid-19?

Table 1: Use of Moodle/Sloodle in Teaching

S/N	Item statements			$\bar{\chi}$	S.D	Decision
1.	Getting in touch with students in participatory Environment			1.70	0.62	LE
2.	Posting questions and queries		1.80	1.03	LE	
3.	Grading quizzes and examinations		2.46	0.50	LE	
4.	Blended learning		2.01	1.00	LE	
5.	Distance learning		2.16	1.08	LE	
6.	Flipped classroom		2.68	1.07	HE	
7.	e-learning projects		3.29	0.91	HE	
8.	Creating private websites with online courses	1.02	0.43	LE		
9.	Meeting face-to-face with virtual students		2.09	1.07	LE	
GRAND MEAN			**2.13**	**0.96**	**LE**	

Source: Researchers' field study (2021)

All the items were rated low extent except items 6 and 7that were rated high extent. The grand mean of 2.13 indicated that all the variables were rated low extent. The result shows that lectures do not make use of moodle/sloodle very well in teaching during COVID-19 pandemic.

Question Two

1. To what extent do lecturers use of online collaboration during Covid-19 era?

Table 2: Use of Online Collaboration in Teaching

S/N	Item Statements			$\bar{\chi}$	S.D	Decision
10.	Working with students in a digital environment	1.87	1.14	LE		
11.	Working on text document using power-point presentation			2.84	1.02	HE
12.	Working on text document using video charts and brainstorming			1.70	0.63	LE
13.	Using collaboration software like ezTalks cloud meeting			1.80	1.04	LE
14.	Collaboration to coordinate and sharing ideas	1.54	0.51	LE		
15.	Collaboration to view and edit information		2.22	1.11	LE	
16.	Assigning chart rooms to create chart group to discuss topic with other students		1.99	1.01	LE	
17.	Using to analyse ideas and finding possibilities	2.70	1.06	HE		
18.	Using web conference that allows you to deliver presentation			3.11	0.78	HE
19.	Using time doctor to determine how long for a task to be completed			1.27	0.94	LE
20.	Using slack to remote team members		2.02	1.05	LE	
21.	Using invision to gather feedback		1.34	0.97	LE	
22.	Using Asana cloud platform to discuss issues together	1.76	1.21	LE		
23.	Using Trello to organize projects		2.05	0.88	LE	
24.	Using Zoho Projects to plan, track and collaborate		1.34	1.21	LE	
GRAND MEAN			**1.97**	**0.97**	**LE**	

Source: Researchers' field study (2021)

All the items were rated low extent except items 11, 17, and 18 that were rated high extent. The grand mean of 1.97 indicated low extent shows that lecturers do not use online collaboration very well during COVID-19 pandemic

Question Three

To what extent do lecturers use crowdsourcing during Covid-19 era?

Table 3: Use of Crowdsourcing in Teaching

S/N	Item Statements		$\bar{\chi}$	S.D	Decision
25.	Using crowdsourcing for problem-solving	1.70	0.63	LE	
26.	Tapping into students who are linked together	1.80	1.03	LE	
27.	Using it to gain access to new ideas	2.07	0.95	LE	
28.	Using it to solve tricky problems	2.42	0.54	LE	
29.	Using it to share ideas and increase efficiency	2.38	1.88	LE	
30.	Using it to obtain information and opinions	2.22	1.11	LE	
31.	Using it to co-create and optimization	2.25	0.93	LE	
32.	Using it to engage students to re-invent work	2.21	0.75	LE	
GRAND MEAN		**2.13**	**0.98**	**LE**	

Source: Researchers' field study (2021)

All the items were rated low extent with a grand mean of 2.13 indicated that lecturers do not make use of crowdsourcing very well in teaching during COVID-19 pandemic.

Hypothesis

Male business educators do not differ significantly from female business educators in the use of modern technology for teaching in Covid-19 era

Table 4: **Summary of t-test of male and female Business Educators in the Use of Modern Technology**

Variables	Gender	N	Mean	SD	df	t-val.	p-val.	Dec
Moodle/Sloodle	Male	202	25.6	6.05	262	1.119	.265	NS
	Female	62	24.6	5.78				
Online Collaboration	Male	202	19.2	4.32	262	1.008	.315	NS
	Female	62	18.52	4.61	262			
Crowdsourcing	Male	202	28.74	6.69	262	-.156	.876	NS
	Female	62	28.90	6.82				

*NS: Not significant

DISCUSSION OF RESULTS

The finding of research question one shows that lecturers do not make use of moodle/sloode platforms for learning as a result of some factors during COVID-19 pandemic. The position is in consonance with Alhotli (2015) who stated that some of the limitations of using moodle/sloodle include slower processing and loading time in the Moodle learning management system with embedded interpreter and other multimedia plugins. The finding also agrees with Naifa, Mohammed, and Salwa (2016) who opined that teachers do not regard Moodle/Sloodle as beneficial to teaching. Naifa, Mohammed, and Salwa (2016) further

maintained that Moodle not different from other technological tools, ineffective in improving students' skills and time consuming. They have not attempted to employ Moodle in their classes and instead use the Internet and PowerPoint presentations as instructional aids. Naifa, Mohammed, and Salwa (2016) criticized the tool as ineffective in developing or enhancing student skills, and doubt Moodle's effectiveness in improving student outcomes.This result also agrees with the result of AlQudah (2014), who maintained that teachers dislike Moodle and view it as an unappealing means of teaching.

The finding of research question two shows that lecturers do not sufficiently make use of online collaboration for teaching during Covid-19 pandemic. This finding is in consonance with Song, Singleton, Hill, and Koh (2004) who opined that there are difficulties and problems associated with modern technology which range from downloading errors, issues with installation, login problems, problems with audio and video, and so on. Sometimes student finds online teaching to be boring and unengaging. They further maintained that personal attention is also a huge issue facing online learning. The learning process cannot reach its full potential until students practice what they learn. Their finding concluded that sometimes, online content is all theoretical and does not let students practice and learn effectively.

The study is also in agreement with Claudu, Laurent,iu, Luiza,, Carmen (2020) who opined that teachers' lack of technical skills and their teaching style made them not to be ready for online environment.

The finding of research question two shows that lecturers do not sufficiently make use of crowdsourcing for teaching during Covid-19 pandemic. This finding is consistent with Dow, Gerber, and Wong (2013) who maintained that crowdsourcing is inconsistent and undereducated. The finding is also in agreement with Paulin and Haythornthwaite (2016); Cross et al. (2014) also opined that crowdsourcing is Invalid, inaccurate, or biased contribution to knowledge.

From the finding of the hypothesis, there is no significant difference between male and female business educators in the use of modern technology in teaching. This position was controverted by Campbell and Varnhagen (2002) who claimed that male and female lecturers may approach technology through different routes. Males tend to pick up technology first and then consider its application in teaching, whereas females tend to start with their instructional needs. In other words, females put greater emphasis on pedagogy than technology, while males tend to be attracted by the technology first. The finding is in agreement with the study by Fomsi and Emeka (2017) who maintained that that there was no significant difference between the mean scores of the male and female model primary school teachers in the use of ICT and no significant difference between the mean scores of female model primary school teachers in Port Harcourt City Council and Obio-Akpor Local Government Areas in the use of ICT. The finding is at variance with the finding of Vazquez-Cano, Meneses and Garcia-Garzon (2017) who opined that men have greater perceived competence in digital cartography and online presentations, whereas women prefer to request personal tutorials to resolve doubts about technology and have greater perceived competence in corporate emailing. There is also evidence that the men have greater perceived competence in developing "online presentations" than women do.

CONCLUSION

From the findings of the study, it was concluded that lecturers in entrepreneurship and business education scarcely know how to use moodle/sloodle, online collaboration, and crowdsourcing technology to teach during Covid-19 era. It was also concluded that there is no significant difference between male and female business educators in the use of modern technology during Covid-19 era.

Recommendations

From the findings and conclusion drawn, the following recommendation is made
Management of various institutions should embark on training of its staff for the use of modern technology to teach during the Covid-19 era.

Contribution to Knowledge

The study has empirically established that lecturers, both male and female are yet to be abreast with the use of modern technology in teaching in Edo State during covid-19 pandemic

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