Availability and Utilization of Blended Learning Model Technologies of Teaching in Business Education in Colleges of Kano and Jigawa, Nigeria

Ado A. and Amoor, S.S.

Department of Vocational and Technical Education
Ahmadu Bello University, Zaria, Nigeria
awwalnafarko@gmail.com

Abstract

This study was on availability and utilization of blended learning model technologies of teaching in business education in colleges of Kano and Jigawa states, Nigeria. Descriptive research design was used. 267 business education students from Jigawa State College of Education, Gumel and Federal College of Education, Kano were used as the population of the study. The entire population was used as a sample for the study. The instrument used for data collection was checklist and a structured questionnaire. The checklist contained 15 technologies for data on the availability of the technologies in business education departments in the selected colleges and the questionnaire also had 15 items covering statements on the opinion of the respondents about the utilization of the blended learning technologies by business education teachers in the schools. The questionnaire was trial tested and had a determined reliability coefficient of 0.62 using Cronbach Alphamethod. The findings revealed that the new technologies for blended learning are not available in teaching business education in the selected institutions and thus not being utilized. It therefore recommended among others that, school management, state, and federal governments and public-spirited individuals should provide the needed infrastructure on blended learning for teachers to use them in teaching and learning of business education so as to make the learning easier to students and carry the students along with the current technological trend.

Keywords: Blended learning model technologies, Business education

Introduction

Educational development has reach to an age where normal traditional chalk and chalkboard teaching and learning delivery is somehow becoming obsolete due to advancement of technology. This advancement continues to change the lives of teachers and students. This is because of the increasing use of technological equipment and devices such as computers for teaching and learning. Among such technologies however is blended learning strategy. Blended learning is new term in relation to the development of the 21st century technology (Wright, 2017). There are some definitions of what blended learning is called. Blended learning uses various multi-media applied in an ideal way to solve problems (Keshta&Harb, 2013). Blended learning combines face-to-face method and the use of computer in teaching learning process (Grgurovic, 2011). Blended learning aims at providing effective and efficient learning experience by combining learning environment which suits the students (Chansamrong, 2014).

There are two approaches in blended learning: "program overflow model" and "core-and-spoke model" (Bersin, 2004). In the first model, the teacher designs curriculum by integrating some media in the scheduled syllabus. Each step or discussion is the follow-up of the previous discussion.

To measure the whole learning, a task or test is given in the end of topic discussed (Bersin, 2004). In the second approach, the instructor gives online class or web-based course. Usually, the instructor gives particular activities such as delivering materials, interactivity, learning sources, and material assessment. In this approach a task or test may be given, yet not necessarily to be scheduled in the syllabus (Bersin, 2004).

There are several new technologies that are embedded in blended learning that if incorporated by business education teachers will support the use of these models and boost students' learning ability and make the program to align with the current trend of technology use. These technologies are among others learning stations. Learning stations are methods of both delivering a range of content and giving the students different ways to process it (Guido, 2019). Students sit together at a learning station. With a device (Computer, smartphones) at each station, a business education teacher can provide videos, podcasts, slideshows and other digital media that will help easy delivery and understanding of the preferred lesson as well as giving the students challenging exercises as in accounting, business mathematics, economic analysis, taxation, shorthand and marketing to solve. The students can then solve challenges to build understanding of the material. Other technologies are face-to-face driver model, rotation model, flex model, online lab model, self-blend model and online driver model(sources). Some of the software for blend model are FlashNotes, LessonCast Software, Knewton platform and some accounting software like sage Pitchtree, virtual augmented Reality, mobile-style education and Microsoft excel for economic, business and accounting analyses.

However, Empirical evidences from work of Karzan, Chra, and Nsar (2017) showed that average of students GPA in classroom technology is 83.3%, but in the classroom without technology decrease to 60.4%, the result showed the learning increased 22.9% by using technology. Also, Klimova (2016) found that the use of Blended Learning approach in teaching Business English did not show much effectiveness; nevertheless, the students were satisfied with the Blended Learning strategy and prefer it to the traditional based learning. In the same vein, Khalafullah (2010) found effectiveness of integrated learning in increasing the achievement of students' skills and developing the practical performance of skills. In another study, Isti'anah (2019) found that most students found that online activities help them comprehend and practice the materials. Students' reflective journals also revealed that blended learning was able to improve their understanding and interest in learning English grammar. In a nut shell, Business Education is a program that provides students with skills, attitude and knowledge so as to play part in business arena. To move along the current business and economic trends, business education program should have some reoriented courses for future-oriented challenges, understanding new technologies that play in modern economy and developing a future mindset. This caused the researchers to developed interest on this research to find out whether there are available blended learning model technologies in business education departments in colleges of education in Kano and Jigawa, Nigeria, and if there are, are utilized? These are the main reasons for this study on availability and utilization of blended learning model technologies of teaching in business education in colleges of Kano and Jigawa, Nigeria.

Statement of the Problem

With the advancement of technology especially in almost every aspect of human life, the introduction of electronic learning (e-learning) and electronic teaching (e-teaching) is fast becoming pronounced in most African countries, especially in Nigeria. There are number of research works that have shown a positive impact of the use of computers and internet in aiding the teaching learning process. In fact, our students today are more interested and motivated in learning when it comes to the use of e-teaching and learning facilities. This is because students nowadays are more engaged

with laptops, iPad, tablets, iPhone and Android phones for reading and researching with less concern to reading the manual learning materials. It is also a known fact that the larger percentages of computer/internet users globally are students who are under 30years.

The researchers' preliminary investigation revealed that computer-related activities tend to sustain the attention of the 21st century learners more than ever before. This leads to students' self-dependency in learning and makes teachers to concentrates more on student-centered-method of teaching than the traditional method. Unfortunately, teacher-centered learning is still common among colleges of education teachers in Nigeria. Among factors that may cause such problem is the lack of available and usable facilities in many colleges of education. Mostly, not only the students, but the teachers cannot be able to operate the computers effectively, hence, leading them to prefer more of face-to-face lectures than the online like. Therefore, some college students who are in the first year of college still face difficulty or inconvenience when they use computer or internet in their learning processes (Isti'anah, 2019).

Another challenge faced by teachers and students when using computer and internet in classroom is the students' motivation which results in their passivity and the teachers' loss of control (Godwin-jones as cited in Isti'anah, 2019). If these problems continue, the barrier on the students' autonomy may be cultural (Godwin-jones, 2011). Also, both the teachers and the students may lag behind when it comes to the current trend of technology. This make the researchers to be curious on conducting a study on availability and utilization of blended learning model technologies of teaching in business education in colleges of Kano and Jigawa States, Nigeria.

Specifically, this study set to:
1. Assess the availability of blended learning technologies in teaching business education courses in Nigerian colleges of education.
2. Assess the utilization of blended learning technologies in teaching business education courses in Nigerian colleges of education.

Based on the purpose of the study, the following research questions guided the study.
1. What is the availability of blended learning technologies in teaching business education courses in Nigerian colleges of education?
2. What is level of utilization of blended learning technologies in teaching business education courses in Nigerian colleges of education?

Methodology

The study employed the use of descriptive research design, because the design is found favourable to gather data from questionnaires on the opinion of the respondents. Descriptive research design aims at accurately and systematically describing the population and situation of this study (McCombes, 2019).267 level 300 business education students from Jigawa State College of Education, Gumel and Federal College of Education, Kano were used as the population of the study. The 300 level students of these schools were chosen because the colleges were the oldest colleges in Jigawa and Kano, respectively. Hence, they are assumed to have all necessary infrastructures. The students also were chosen because they are graduating students, and it is assumed that they have used either of such technologies. Because of the small number of the population, the entire population was used as the as sample for the study. The instrument used for data collection was checklist and a structure questionnaire. The checklist contains the 15 new technologies for data on the availability of the technologies in business education departments in the selected colleges was used, while questionnaire with 15 items covering statements on the opinion of the respondents about the

utilization of blended learning technologies by business education teachers in the schools. The questionnaire was pilot tested and had a determined reliability coefficient of 0.62 Chronbach Alpha Method. The sampled students were given the questionnaire to fill according to the instructions contained in the questionnaire. The questionnaire was rated using 4 points likert scale of Strongly Agreed (4), Agreed (3), Disagreed 2) and Strong Disagreed (1). The checklist had a 4 points Likert scale of Highly Available (4), Moderately Available (3), Available (2) and Not available (1). The instrument was validated by two experts in the department of Vocational and Technical Education, Ahmadu Bello University, Zaria. The researchers sought permission from the Heads of business education departments in the two selected colleges of education for going round the normal classes, laboratories and model classes to see whether the blended learning model technologies are available in the departments, also, the researchers with the help one research assistant in each of the Colleges of Education administered the instrument to business education students. The data was collected within two weeks period. The data collected was analyzed using mean and standard deviation to answer the two research questions.

Result and Analysis

Research Question One: What is the availability of blended learning model in teaching Business Education courses inColleges of Education in Kano and Jigawa States, Nigeria?

Table 1: Mean and standard deviation on Availability of Blended learning in teaching Business Education courses in Colleges of Education in Kano and Jigawa States, Nigeria

S/N	Questionnaire Item	N	Mean	Std.Dev.	Decision
1.	Learning stations	267	1.84	0.85	Not Available
2.	FlashNotes	267	1.95	0.96	Not Available
3.	LessonCast	267	1.84	0.82	Not Available
4.	Knewton platform	267	1.99	0.97	Not Available
5.	Sage Peachtree software	267	1.70	0.80	Not Available
6.	Microsoft Excel software	267	2.14	1.16	Not Available
7.	Quickbook software	267	2.32	1.28	Not Available
8.	Freshbook software	267	1.80	0.89	Not Available
9.	Virtual Learning station	267	1.90	0.94	Not Available
10.	Business stimulation	267	1.81	0.68	Not Available
11.	Smart board	267	1.11	0.17	Not Available
12.	Projector	267	2.14	0.66	Not Available
13.	Wireless/LAN	267	2.55	1.73	Available
14.	Video Camera	267	2.37	1.64	Not Available
15.	Large screen Television	267	2.33	1.68	Not Available
	Grand mean		**1.98**		

Mean (1.98) < 2.50 (Blended Learning not Available)

The analysis on Table 1 showed that the respondents have disagreed with availability of items 1– 15, excluding item 13 which is only available. This implies that all the new technologies for blended learning was not available in teaching business education in the selected institutions, having a grand mean of 1.98 which was below the bench mark mean (2.50).

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Research Question One: What is the utilization of blended learning model in teaching Business Education courses in Colleges of Education in Kano and Jigawa States, Nigeria?

Table 1: Mean and standard deviation on utilization of Blended learning in teaching Business Education courses in Colleges of Education in Kano and Jigawa States, Nigeria

S/N	Questionnaire item	N	Mean	Std.Dev.	Decision
1.	We are using computers for learning during Office Technology and Accounting lessons.	267	1.84	0.85	Disagreed
2.	Our teachers encourage us to use offline store books and archive videos on FreshNotes educational software	267	1.95	0.96	Disagreed
3.	Most of our teachers use LessonCast software in preparing and recording videos for our lessons.	267	1.84	0.82	Disagreed
4.	Our teachers guide us on how to access text and video lesson programmes in the installed Knewton software.	267	1.99	0.97	Disagreed
5.	We are using Sage Peachtree accounting software for accounting learning in our school	267	1.70	0.80	Disagreed
6.	Our teachers teach us Accounting and preparation of students' score as well as attendance sheets using Microsoft Excel.	267	2.14	1.16	Agreed
7.	Our teachers teach us how to track expenses, create invoice and manage cash flow in accounting using QuickBook software.	267	2.32	1.28	Disagreed
8.	Our teachers teach us bookkeeping and transaction time tracking using Freshbook software.	267	1.80	0.89	Disagreed
9.	We are familiar with the use of virtual learning workstations such as video clips, emails, blogs, chart platforms and video presentations for learning business courses.	267	1.90	0.94	Disagreed
10.	Use of large-sized smartboards for large display is common in our business education classes.	267	1.70	0.80	Disagreed
11.	Our teachers use soft-touch smartboards for lectures.	267	2.11	1.20	Disagreed
12.	Our teachers use projectors for lessons and class discussions.	267	2.32	1.28	Disagreed
13.	We use an installed wireless/LAN for our blended learning.	267	2.80	1.95	Agreed
14.	Our teachers use business video stimulations for most of our lessons.	267	1.90	0.94	Disagreed
15.	Our teachers are using video camera for recording lesson presentations before coming to classroom for lessons.	267	2.35	1.67	Disagreed
	Grand mean		**2.04**		

Mean (2.04) < 2.50 (Blended learning Not utilized)

The analysis on Table 1 showed that the respondents have disagreed with the utilization of the items 1to 15, excluding item 13 which is only utilized. This implies that all the new technologies for blended learning were not utilized in teaching business education in the selected institutions, having a grand mean of 2.04 which was below the bench mark mean (2.50).

Discussion

The finding revealed that blended learning technologies are not available in Colleges of Education in Kano and Jigawa states, Nigeria. The finding is in line with that of Khalafullah (2010) who found that effectiveness of integrated learning in increasing the achievement of students' skills and developing the practical performance of skills. The study also showed the superiority of the integrated teaching group over the e-learning group in terms of achievement of skills and of the e-learning group in terms of performing production skills of models. Also, the finding tallies with that of Nuno (2005) who supported the value and effectiveness of teaching assisted by a computer in a modern classroom. In the same vein, the result agrees with that of Chansamrong, Tubsree and Kiratibodee (2014) who figured out the effectiveness of blended learning and cooperative learning to teach grammar in Thailand.

The finding also revealed that blended technologies are not utilized in Colleges of Education in Kano and Jigawa states, Nigeria. This is in line with the findings of Karzan, Chra, and Nsar (2017) who found that average of students' GPA in classroom technology is 83.3%, but in the classroom without technology decrease to 60.4%, the result also showed that the learning increased 22.9% by using technology. They further found that besides all, students enjoyed in classroom technology and most of them learned more material with technology. The finding also agrees with that of Klimova (2016) who revealed that the students were satisfied with the Blended Learning strategy and prefer it to the traditional based learning. When conducted research on blended learning, Isti'anah (2019) found that most students found that online activities help them comprehend and practice the materials.

Conclusion

Based on the finding of this study, it is concluded that blended learning technologies are not available and not utilized in colleges of education, Kano and Jigawa States. Hence, blended learning technologies if made available and used effectively can enhance students' learning of business subjects.

Recommendations

It is therefore recommended that;
1. College of Education Managements in North-west, Nigeria has to furnish business education department in colleges of education with available blended learning technologies so as to make the teachers go along with the new technological trend.
2. School management, state, and federal governments and public-spirited individuals should provide the needed infrastructure on blended learning for teachers to use them in teaching and learning of business education so as to make the learning easier to students and carry the students along with the current technological trend.

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