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The Extent of Usage of Virtual Classroom Instructional Technologies by Business Education Lecturers for Effective Instructional Delivery in Public Colleges of Edudcation in South-East, Nigeria

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Abstract: *The study focused on the extent of usage of virtual classroom instructional technologies by business education lecturers for effective instructional delivery in public colleges of education in South-East, Nigeria. One research question and two null hypotheses guided the study. The design of the study was a survey design. The population of the study comprised 92 business education lecturers in public colleges of education in South-East, Nigeria. The entire population was studied; hence it was a census survey. A structured questionnaire, validated by two experts in Business Education Department and one expert in Science Education Department was used for the study. The reliability test was done using Cronbach Alpha formula and the instrument yielded an overall reliability index of 0.86. Seventy-nine copies of the questionnaire were accurately completed and returned. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses. The results of the study showed that virtual classroom instructional technologies were lowly used by business education lecturers in their instructional delivery in public colleges of education in South-East, Nigeria. It was also found that there was no significant difference between the mean responses of business education lecturers in federal and state colleges of education on virtual classroom instructional technologies used for effective instructional delivery in public colleges of education in South-East, Nigeria and there was no significant difference between the mean responses of male and female business education lecturers on virtual classroom instructional technologies used for effective instructional delivery in public colleges of education in South-East, Nigeria. The implication of this study is that most business education lecturers are still using traditional method of teaching. This can adversely affect the attainment of the objectives of business education programme*

and thus will not help the students' development in this 21st century. It was recommended among others that business education lecturers in colleges of education should be abreast with emerging technologies and be conversant with the use of virtual classroom instructional technologies in their instructional process.
Keywords: virtual classroom, business education and business educators.

INTRODUCTION

Technology is dynamic and keeps changing from time to time. Technology is a broad concept of breakthrough in science that allows for an automated solution. According to Njoku, Dikeoha and Onwuagboke in Dikeocha, Efughi and Eneremadu (2023), technology is the process by which machines and equipment are introduced in the work place to facilitate administrative processes. Technology is the practical use of and application of science in a knowledgeable way to make life pleasant. According to Mamman and Mathew (2024), technologies are increasingly employed in educational contexts. They also stressed that this has changed the teacher's role from giving instructions to becoming a moderator or facilitator in the learning process. At the same time, it has empowered students to autonomously use the technologies to become active participants rather than passiveobservers. The need for constant improvement and lifelong learning alongside the fast-changing business needs and the revolution of technologies has transformed the way people communicate, collaborate, and learn. A possible strategy to address this is by exploring how virtual classroom technologies are used in practice and how they can fit into existing educational approaches.

Virtual classroom instructional technology is the use of the web for online teaching and learning. Anekwe (2017) defined virtual classroomas a web-based environment thatallows an individual to participate in live training events without travelling to any other place.Turoff in Anekwe also asserted that: you can sit in the comfort of your environment and listen to lectures; participate in the lab exercises; ask questions and effectively interact with the teacher as if the action is taking place in a conventional classroom but it is actually done with the convenience of technological gadgets such as desktop that have internet and phone connection.Ekwonwune andOparah(2020) stated that where a web-based multimedia virtual learning system is used, diversity of the text, content, and content media should not be muted by assuming one-dimensional online coursework but building portals for multimedia exploration. According to them, some online courses are created only as a class website for posting assignments and logging in to take tests and quizzes. Adeoye, Adanikin and Adanikin (2020) posited that in virtual classroom, a variety of formats are incorporated into the online classroom as a matter of importance to keep contents fresh and appealing to the sensory knowledge of learners. The virtual classroom has an advantage over the traditional classroom for a learner as it enables the learner to likely respondto visual images than a form of straight text. Examples of virtual classroom instructional technology include: zoom, Google Meet, Microsoft Team, WebEx, Blackboard collaboration, Video conferencing, Big Blue Button, SalaCentra, Learncube and Google classroom.

Business education is a specialized profession which was designed to equip the recipients with knowledge, abilities, skills, attitude and competencies that will enable them to succeed in the business world. Business education is an aspect of vocational education needed to reduce economic challenges through self-reliance. It has among others the mandateto graduate individuals who will be self-reliant and committed to putting the Nigerian economy back to tract. According to Ubulo in Wolugbom,

Dambo and Okiridu (2023), business education is an indispensable part of the general education that educates individuals for and about business, covering a wide range of economic activities. Althanasius in Wolugbom, Dambo and Okiridu (2023) also opined that business education is an aspect of education for business, teaching, office occupation, business administration as well as for economic understanding. The general philosophy of business education programme involves the development of high caliber professionals who will become social engineers of change in every facet of the economy (National University Commission 2018). Business education involves the training system that produces technology oriented individuals who will be fit to work in the digital world. Traditional method is now being replaced by new and emerging technologies. Business educators should not be left out in the use of these technologies.

Business educators are professional trained teachers of business subjects who are competent in teaching the content of business education curriculum in the faculty of education in the universities and school of vocational education in the colleges of education. Obi and Arhueremu (2020) defined business educator as a specialized teacher who has undergone professional training in business teacher education programme, equipped with the pedagogical competencies to teach business subjects in educational institutions. Business educators are teachers who play critical role in making business education viable and visible in the community and also plays the role of agent of change in business education. They deliver high quality instruction in business education and also identify problems facing teaching and learning in the field as well as speculate solutions to such problems.

Instructional delivery in business education programmes in Nigeria is mainlybased on face to-face method of teaching and learning. Thus, Mamman and Nwabufo in Ementa and Ile (2017) affirmed that instructional provision in business education programmes is carried out using conventional methods. This is a problem as this type of learning environment cannot prepare the students for the contemporary world of work and enterprise activities. With this also institutions cannot effectively produce graduates who can perform optimally.

Furthermore, Mamman and Mathew (2024) stated that the teaching of business education courses even in the 21st century is largely done using the traditional method and this has made the students lose interest even in learning in the first place. In order to implement the goals of business education, business educators need to be aware of the technologies needed in the workplace in this digital era. They should also use technology tools to give quality and quantity instructional delivery to their students in such a way that they can fit in, in the present technological era and also be able to function in the sophisticated office of today and as well as in the digital business world.

Considering the relevance of using the technologies in enhancing teaching and learning, it is pertinent to identify the extent of usage of virtual classroom instructional technologies by business education lecturers in colleges of education for effective teaching of business education courses. Colleges of education are higher institutions that have the mandate to train teachers at the Nigeria Certificate in Education (NCE) level. Some colleges of education offer degree also. Business education is one of the NCE programmes offered in colleges of education. The department of business education in colleges of education offers Accounting education and Office Technology and Management education at NCE level while at the degree level, it offers Accounting education, Office Technology and Management education, Distributive education and Entrepreneurial education (National Commission for Colleges of Education 2020, Nigeria University Commission 2022). Colleges of education in South-East are

either state or federal owned institutions. State colleges of education are owned by the state government while federal colleges of education are owned by the federal government.

The objectives of business education according to National Commission for Colleges of Education (2020) include: to produce qualified and competent NCE graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions; to produce NCE business teachers who will be able to inculcate the vocational aspects of business education into the society; to produce NCE business teachers who will be involved in the much desired revolution of vocational development right from the primary and secondary schools; to equip students with necessary competencies so as to qualify them for a post NCE degree programme in business education and to equip graduates with the right skills that will enable them engage in a life of work in the office as well as for self-employment.

Gender is the social definitions of what it means to be a woman, or a man. According to Mamman and Mathew (2024), gender is a socio-cultural expression of particular characteristics and roles that are associated with certain groups of people regarding their sex and sexuality. It refers to the social distinctions that exist between men and women, boys and girls, in a society. "Sex" and gender are frequently used interchangeably. Men and women differ biologically based on their sexes. Business education Lecturers in colleges of education are either male or female. In this digital era, male and female business education lecturers should use virtual classroom instructional technologies for effective instructional delivery.

Statement of the Problem

Technology is a tool that sharpens the global economy and equips individuals with lifelong learning. Every facet of human endeavours, be it in the areas of healthcare delivery, business practices, social interaction, politics, information system, knowledge dissemination, education and others are now revolutionized with emerging technologies in teaching and learning.The rapid advancement of technology on a global scale, particularly in the realm of business, has necessitated the incorporation of technological tools in the delivery of instructions in education.

The educational system has undergone significant transformation as a result of recent technological advancements in the global world. Business education, being a dynamic programme for sustainable development should adapt to changes in technology and in the business world. The traditional pedagogical practices of training in educational institutions are gradually paving way to the new technological system of teaching. The incorporation of novel technologies in pedagogical practices has unquestionably exerted an impact on the domains of teaching, learning, and research (Bunatovich, Khidayevich, and Abdurakhmonovich2020). Furthermore, the integration of these technologies holds the potential to energize educators. It is expected that business education lecturers in colleges of education should ensure that virtual classroom instructional technologies are used in teaching and learning.

It is worrisome that a significant proportion of business educators in higher institutions (colleges of education inclusive) have persisted in utilizing conventional teaching methods rather than embracing innovative approaches in the instruction and acquisition of business education (Onaifoh and Ekume in Rasheed, 2025). Rasheed further expressed that it is possible that business education lecturers may possess insufficient proficiency in using these technologies or lack sufficient understanding in

effectively implementing these technologies in the instruction of business education, hence impeding the students' progress.

In this era, business education lecturers in colleges of education should be acquainted with artificial intelligence driven virtual classroom instructional technologies. This will enable them to enhance learning through effective delivering of instructions as it is imperative in business education that teaching facilities should be replica of the facilities found in the intending offices for graduates. This will also enable them to produce graduates who will fit into the modern-technologically oriented business world and compete favourably with their counterparts anywhere in the world. However, the extent to which they usevirtual classroom instructional technologies has not been ascertained. Again, personal observation and interactions with some business education lecturers in colleges of education show that they may be using traditional method of delivering instructions. It becomes imperative to ascertain the extent of usage of virtual classroominstructional technologies by business education lecturers for effective instructional delivery in public colleges of education in South East, Nigeria.

Purpose of the Study

The main purpose of the study is to determine the extent of usage of virtual classroominstructional technologies by business education lecturers for effective instructional delivery in public colleges of education in South-East, Nigeria.

Research Question

The following research question guided the study:

1. What is the extent of usage of virtual classrooms instructional technologies by business education lecturers for effective instructional delivery in public colleges of education in South-East, Nigeria?

Hypotheses

The following null hypotheses were formulated for the study and tested at 0.05 level of significance.

1. There is no significant difference between the mean responses of business education lecturers in federal and state colleges of education on the usage of virtual classroom instructional technologies for effective instructional delivery in public colleges of education in South-East, Nigeria.
2. There is no significant difference between the mean responses of male and female business education lecturers on the extent of usage of virtual classroom instructional technologies for effective instructional delivery in public colleges of education in South-East, Nigeria.

METHODOLOGY

This study employed a survey design. The population of the study comprised 92 business education lecturers in public colleges of education in South-East, Nigeria. The entire population was studied, hence it was a census survey. A structured questionnaire, validated by two experts in Business Education and one expert in Science Education Departments was used for the study. To test the reliability of the instrument, copies of the instrument was administered to twenty (20) business education lecturers in federal college of education, Obudu, in South-South, Nigeria. The reliability test was done using Cronbach Alpha formula and the instrument yielded an overall reliability index of 0.86. Seventy-nine copies of the questionnaire were accurately completed and returned. Mean and standard deviation were used to answer the research questions.To make decisions regarding the mean,

the following ranges were adopted: 3.5-4.00 (Very highly used), 2.5-3.49 (Highly used), 1.5-2.49 (Lowly used), and 1.00-1.49 (Rarely used). T-test statistics was used to test the hypothesis at 0.05 level of significance. The result of the hypothesis was accepted when the calculated P-value is greater than or equal to 0.05 while the hypothesis was not accepted when the calculated P-value is less than 0.05.

Research Question 1

What is the extent of usage of virtual classrooms instructional technologies by business education lecturers for effective instructional delivery in public colleges of education in South-East, Nigeria?

Data collected from items 1 – 10 were used to answer research question one. The summary of the data analysis is presented in table 1.

Table 1: Mean Responses on the Extent of Usage of Virtual Classroom Instructional Technologies by Business Education Lecturers for Effective Instructional Delivery in Public Colleges of Education.

S/N	Items	N	Mean	S.D.	Decision
1	Zoom	79	2.57	1.09	HU
2	Google meet	79	2.46	1.08	LU
3	Microsoft team	79	2.49	1.01	LU
4	WebEx	79	2.09	0.94	LU
5	Blackboard Collaboration	79	2.86	1.11	HU
6	Video Conferencing	79	2.49	1.08	LU
7	Big Blue Button	79	1.90	0.98	LU
8	Salacentra	79	1.78	0.96	LU
9	Learncube	79	1.86	0.99	LU
10	Google classroom	79	2.43	1.11	LU
	Grand Mean	**79**	**2.30**		**LU**

Source: Researcher's Field Work, 2026.

Table 1 showed that across the 10 items, Zoom and Blackboard collaboration with mean values of 2.57 and 2.86 were the only virtual classroom instructional technologies highly used by business education lecturers in public colleges of education in South-East while the rest were lowly used. Nevertheless, a grand mean score of 2.30±1.04 indicated that virtual classroom instructional technologies were lowly used by business education lecturers in public colleges of education in South-East.

Hypothesis 1

There is no significant difference between the mean responses of business education lecturers in federal and state colleges of education on the extent of usage of virtual classroom instructional technologiesfor effective instructional delivery in public colleges of education in South-East, Nigeria.

Data collected to test hypothesis one are presented in table 2.

Table 2: T-test Summary of the Mean Differences Between Business Education Lecturers in Federal and State Colleges of Education on the Extent of Usage of Virtual Classroom Instructional Technologies for Effective Instructional Delivery in Public Colleges of Education.

Items	Ownership	N	Mean	S.D.	t. cal.	Df	P-value	Decision
Zoom	Federal	50	2.70	1.13				
					1.399	77	0.166	NS
	State	29	2.34	1.01				
Google meet	Federal	50	2.72	1.07				
					2.988	77	0.444	NS
	State	29	2.00	0.96				
Microsoft team	Federal	50	2.58	1.03				
					0.996	77	0.322	NS
	State	29	2.34	0.97				
WebEx	Federal	50	2.28	0.95				
					2.462	77	0.316	NS
	State	29	1.76	0.83				
Blackboard Collaboration	Federal	50	2.84	1.15				
					0.218	77	0.828	NS
	State	29	2.90	1.05				
Video Conferencing	Federal	50	2.64	1.08				
					1.590	77	0.11	NS
	State	29	2.24	1.06				
Big Blue Button	Federal	50	2.00	1.03				
					1.207	77	0.231	NS
	State	29	1.72	0.86				
Salacentra	Federal	50	1.84	1.02				
					0.671	77	0.504	NS
	State	29	1.69	0.85				
Learncube	Federal	50	1.94	1.08				
					0.927	77	0.357	NS
	State	29	1.72	0.84				
Google classroom	Federal	50	2.54	1.09				
					1.160	77	0.250	NS
	State	29	2.24	1.12				

Source: Researcher's Field Work, 2026. NS = Not Significant

Finding on Table 2 revealed that across all the 10 items, the calculated P-values are greater than the alpha value of 0.05. As a result, the researcher upheld the null hypothesis and concluded that there was no significant difference between the mean responses of business education lecturers in federal and state colleges of education on the extent of usage of virtual classroom instructional technologies for effective instructional delivery in public colleges of education in South-East, Nigeria.

Hypothesis 2

There is no significant difference between the mean ratings of male and female business education lecturers on the extent of usage of virtual classroom instructional technologies for effective instructional delivery in public colleges of education in South-East, Nigeria.

Data collected to test hypothesis two are presented in table 3.

Table 3: T-test Summary of the Mean Differences Between Male and Female Business Education Lecturers on the Extent of Usage of Virtual Classroom Instructional Technologies for Effective Instructional Delivery in Public Colleges of Education.

Items	Gender	N	Mean	S.D.	t. cal.	Df	P-value	Decision
Zoom	Male	36	2.32	1.09				
					2.000	77	0.249	NS
	Female	43	2.79	1.06				
Google meet	Male	36	2.28	1.14				
					1.342	77	0.184	NS
	Female	43	2.60	1.03				
Microsoft team	Male	36	2.25	0.99				
					1.997	77	0.349	NS
	Female	43	2.70	0.99				
WebEx	Male	36	1.92	0.84				
					1.506	77	0.136	NS
	Female	43	2.23	0.99				
Blackboard Collaboration	Male	36	2.72	1.09				
					1.019	77	0.312	NS
	Female	43	2.98	1.12				
Video Conferencing	Male	36	2.36	1.10				
					0.994	77	0.323	NS
	Female	43	2.60	1.07				
Big Blue Button	Male	36	1.86	0.93				
					0.310	77	0.758	NS
	Female	43	1.93	1.03				
Salacentra	Male	36	1.83	0.97				
					0.410	77	0.683	NS
	Female	43	1.74	0.95				
Learncube	Male	36	1.69	0.86				
					1.365	77	0.176	NS
	Female	43	2.00	1.09				
Google classroom	Male	36	2.22	1.01				
					1.545	77	0.127	NS
	Female	43	2.60	1.16				

Source: Researcher's Field Work, 2026. NS = Not Significant

Finding on Table 3 revealed that across all the 10 items, the calculated P-values are greater than the alpha value of 0.05. Consequently, the researcher upheld the null hypothesis and concluded that there was no significant difference between the mean responses of male and female business education lecturers on the extent of usage of virtual classroom instructional technologies used for effective instructional delivery in public colleges of education in South-East, Nigeria.

DISCUSSION OF FINDINGS

The study with regards to research question one found that virtual classroom instructional technologies were lowly used by business education lecturers in their instructional delivery in public colleges of education in South-East, Nigeria. This finding is in agreement with that of Rasheed and Oluwatobi (2025) who found that virtual classroom instructional technologies were lowly used by business education lecturers in colleges of education in Oyo State for teaching and learning. In line with the present study also, Baba, Iwuoha and Alhassan (2022) found thatvirtual classroom instructional

technologies were lowly used by business education lecturers (OTM) in their instructional delivery in Polytechnics. In contrast, the finding of this study disagreed with that of David (2023) who opined that undergraduate students highly utilize virtual classroom technologies to engage in classroom related collaborative activities such as uploading class materials, receive assignments and give feedback on assignments or assessments. The difference in both findings could be varying opinion of respondents and geographical locations. Furthermore, Patience, Chukwudi and Abdulhakim (2020) posited that business education lecturers in Nigeria are yet to be exposed to virtual classroom and those with the knowledge are very few. The researcher postulated that low usage of virtual classroom technologies will limit the impact of the technologies on the students learning outcome and development. In this era of technology, business education lecturers in colleges of education must not only take charge of what happens in the traditional classroom, but also endeavour to use emerging technologies like virtual classroom to enhance teaching and support students' learning.

The test of hypothesis one revealed that there was no significant difference between the mean responses of business education lecturers in federal and statecolleges of education on the extent of usage of virtual classroom instructional technologiesfor effective instructional delivery in public colleges of education in South-East, Nigeria. This finding is in agreement with that of Emehi and Nwosu (2023) who found that there was no significant difference between the mean responses of business education students in state and federal universities on the perceived use of google classroom technologies in learning business courses in public universities. On the contrary, Babayomi in Emehi and Nwosu (2023) found that federal institutions perform better than state institutions because teachers and students are provided with sufficient and quality teaching and learning resources. Furthermore, Adewumi and Mukta (2019) posited that ownership of tertiary institutions may influence the activities of business educators, especially in the use of e-learning technologies in the teaching and learning of business education courses. The researcher maintained that these days, federal as well as state owned institutions are not adequately provided with teaching and learning facilities.

Furthermore, the test of hypothesis two showed that there was no significant difference between the mean responses of male and female business education lecturers on the extent of usage of virtual classroom instructional technologies for effective instructional delivery in public colleges of education in South-East, Nigeria. This finding is in agreement with the earlier finding of Ementa, Onokpaunu and Okonkwo (2017) who found that there was no significant difference between the responses of male and female business education lecturers on the integration of web-based virtual classroom instructional technologies in teaching entrepreneurial courses. This finding also agreed with the finding of Emehi and Nwosu (2023) who found that there was no significant difference between the responses of male and female business education students on the use of virtual classroom (video conferencing) in learning of business education courses in public universities. The researcher maintained that the usage of virtual classroom instructional technologies is very important and useful for both male and female lecturers in this era. The researcher believed that virtual classroom instructional technologies are technologies that anyone can use irrespective of gender.

CONCLUSIONS

Based on the findings of this study, the researcher concluded that virtual classroom instructional technologies were lowly used by business education lecturers in public colleges of education in South-East, Nigeria. This study has shown that the use of virtual classroom instructional technologies is

critical for effective instructional delivery of business education lecturers in this digital era asit is imperative in business education that facilities used in training should be replica of the facilities found in the intending offices for graduates. In fact, adequate use of virtual classroom instructional technologies by business education lecturers will help them to produce graduates who will fit into the modern technologically-oriented business world and compete favourably with their counterparts anywhere in the world.

Recommendations

The following recommendations were made based on the findings of this study:

1. Business education lecturers should be abreast of emerging technologies and be conversant with the use of virtual classroom instructional technologies in the instructional process.
2. Male and female business education lecturers in colleges of education should engage in self-sponsorship training to enable them get training on the use of virtual classroom instructional technologies for effective instructional delivery.
3. Federal and state government should allocate adequate funding to integrate virtual classroom instructional technologies in colleges of education, to enhance teaching and learning experiences leading to improved learning outcomes for business education students.

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