

UTILIZATION OF COMPUTER-BASED EDUCATIONAL RESOURCES IN ENHANCING POSTGRADUATE BUSINESS EDUCATION STUDENTS' RESEARCH PRODUCTIVITY

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Abstract

Educational resources constitute the major strategic factor that fosters excellent academic achievement. Hence, the study investigated the utilization of computer-based educational resources in enhancing the research productivity of postgraduate business education students. The study had two specific purposes: research questions and null hypotheses. Relevant literatures were reviewed the research adopted a descriptive survey design. The primary instrument for data collection was a structured questionnaire consisting of 19 items. The instrument was pilot-tested in Ekiti State University, Ado-Ekiti. The questionnaire's reliability was confirmed through the Cronbach Alpha Reliability Test which yielded a reliability test score of 0.70. The demographic data was analyzed using frequency and percentages while the data collected for the research questions were analyzed using mean ratings and standard deviations. The null hypotheses were tested using independent samples t-test at 0.05 level of significance. The research findings indicated that utilization of word processing software in enhancing postgraduate business education students' research productivity is to a very high extent ($\bar{x}=3.53$; $SD = 0.56$) and the hypotheses indicated that gender did not significantly affect utilization of word processing software ($t_{72} = 14.9$, $P < 0.05$). Equally, utilization of web-based resources in enhancing research productivity was to a high extent. Respondents from private and state universities differs significantly regarding the extent of utilization of web-based resources in enhancing postgraduate business education students' research productivity ($t_{72} = 12.1$, $P < 0.05$). Therefore, the study concluded that postgraduate research in business education programme irrespective of gender and university-type can be enhanced through a proper utilization of word-processing software, web-based resources, Thus, it was recommended amongst others, that business education departments should organized a training programme for postgraduate business education students to enhance their proficiency in word processing and web-based resources ensuring that both male and female students receive gender-inclusive training.

Keywords: Research productivity, Business education, Students, Computer-based, Utilization

Introduction

Education is the bedrock for the survival, growth, and development of any society. As a concept, it has generated a lot of controversies over the years. However, its relevance to individual and societal growth shows its significance to the economic, social, political, and cultural development of human society world-wide. In Nigeria, our education policy has been changing from one system to another to meet local educational demands and international



best practices in education. Nigeria education pattern shifted from 6-3-3-4 to 9-3-4 system of education. The 9-3-4 comprises of six years of primary school categorized into lower basic (1-3) and middle basic; three years of junior secondary school (JSS 1-3) now called upper basic and three years of senior secondary school (SSS 1-3) (Federal Republic of Nigeria, FRN, 2013) and four years of tertiary education.

The quality of the education and training given to youth depends greatly on the ability of institutions to adjust their educational content to the changing skill requirements of the nation. In other words, educational institutions are expected to provide knowledge and training that satisfies the human resource demands of the nation and the nation's economy (Mayindo, 2020). This is especially true of training in strategic occupations that are rapidly with the advent of new technologies. Institutional training should aim to equip students with useful skills and to improve their knowledge and capabilities in their chosen fields. Osuala in Onojetah (2010) defined business education as a program of instruction that consists of two parts, namely, office education-a vocational program for office careers, and general business education-a program which provides the recipients with competencies and skills needed in managing personal business affairs using the services of business world. Business education is a program designed to inculcate relevant skills, knowledge, competencies, and develop an individual towards strengthening and changing his/her belief positively to be able to survive either in a business environment or educational environment (Nuhu, 2018).

In other words, business education teaches knowledge and competencies required in business. Business education is considered as the pedagogical knowledge and business competencies necessary for teaching business attitude, concept, skills, and knowledge. This could be for personal or vocational usage or career as an administrator, manager, or teacher. Business education is one of the Vocational courses taught through arithmetic in primary schools and at the Junior Secondary School I, II and III, it's also taught at the colleges of education, polytechnic and university level as stipulated by the National Policy on Education (FRN, 2016). The realization of the objectives of Business education and their ability to improve student achievement depends on a number of factors. These include the availability of equipment, tools, and materials, an adequate supply of well-qualified teachers, and the proper implementation and usage of equipment, tools, and materials (Umunadi, 2019).

According to Ademiluyi and Oyedele (2020), business education, when the term actually refers to business teacher education, refers to courses offered in the three-year colleges of education and university faculties of education which seek to impart in students, knowledge, skills and pedagogy of business. Nwabufo and Mamman (2016) also opine that business education is an important type of professional education which aims at preparing students for the future. Supporting the view, Okoli (2013) states that business education is an important part of the general education which emphasizes on skills and competency acquisition. It is obvious from the above definitions that business education is a skill-based course which educate its recipients generally for and about business.

Business education form a means of laying foundation for national, technological, economic advancement and for higher education (F.R.N., 2016) and (FRN, 2018). According to Malik (2019), it equips its recipients with personal skills, consumer skills, and knowledge



for clerical and managerial abilities needed to adapt to changing economic and business realities and these skills made them to be wealthy and job creators rather than wealth and job seekers. Business education focuses on one aspect of business and education for example, the offered within the subject of business education include accounting, office technology management advertising, economics, finance, management, and marketing.

Based on various view of scholars, business education is mostly noticed as vocational subjects. As a result, one can say, business education is the studies about business and for business activities in life. It is a study of self- reliance through which individual can stand on his or her own for daily needs. It may also refer to those economic activities in the production and purchase or sale of goods or services, with the aim of making profit.

Educational resources availability is a description of facts that educational resources are available and ready for use. The availability of educational resources in teaching and learning processes provide interesting and compelling platforms for learners, to acquire basic skills. For example, National Education Research Development Council (NERDC) identified educational resources required for Business education to include physical facilities, such as classroom that will take thirty students conveniently, laboratories/studios at least one each of the typing pool, shorthand laboratory, model office and information technology room, among others. Staff/student ratio for skill subject like shorthand, typewriting and accounting should be 1:20 and 1:30 for the other subjects, while equipment, such as typewriters-manual thirty of various make and types, Computers at the ratio of one computer to three students.

The advent of technology in teaching and learning has brought attention to utilization of computer-based educational resources. According to Schindler et al. (2017), the utilization of computers, web, applications, and cell phones is at its highest level to date and expected to persistently increase as innovation turns out to be progressively open, explicitly for users in developing countries. Zamfir (2018) mentioned that education today implies not only a singular, computational use of new technologies, but the promotion of engaged peer interactions with a shared computer activity. To buttress this fact, Mamman and Saba (2022) maintained that Information Communication Technologies (ICTs) have indeed been infused in all areas of education, especially teaching and learning. The shared dependent relationship of new advances, informative collaboration, the improvement of computer applications, the structure of computer-based undertakings, and cantered movement for students to become critical thinkers and creators of learning is the presence of the futuristic instructive model (Kimber et al. in Zamfir, 2018). This is obviously one of the reasons why institutions who are technically and technologically inclined progress and produced world class graduates.

Word processing software is a type of computer application that performs the task of document compilation, editing, formatting, and printing. Some examples are Microsoft Word, word pad and Google Docs. These are part of the most used word processing tool by teachers and students in creating their worksheets, projects, notes, hand-outs, periodical exams, and student reports. In writing instruction using word processing, it can provide users with educational benefits because it encourages text conceptualization and frees the user from mechanical concerns (Bangert- Drowns, 2013). Keyboarding is an essential skill for students to learn in this modern age. Unfortunately, many students tend to resist keyboarding classes



because memorizing the keyboard layout and practicing standard typing exercises do not interest them for extended periods of time. However, there is no escape route from acquisition of appropriate keyboarding skills bearing in mind the immense importance of the acquisition of these particular skills and as succinctly remarked by Umoru (2020) keyboarding is alive, keyboarding skills have come to stay; therefore, there is no way students could run away from keyboarding since it is part of the curriculum and it is a very crucial tool that is useful throughout a life time. However, the fact remains that the place of keyboarding skills in Business education is so vital that it can neither be neglected nor eradicated (Umoru, 2020; Ntukidem, 2012).

Web-based resources are a type of computer applications or online database that support students and teachers to explore the knowledge independently in the learning process. Some examples are Google, Wikipedia, ask and YouTube Channel. The most used web-based resources are Google, because of the information that they get back from their search. The effect of web-based learning technology demonstrates a positive connection between the utilization of learning technology and engaging students and developing learning (Chen, Guidry, & Lambert, 2014). Postgraduate students, while writing project or doing research work, makes use of google to source for academic literature and other resources needed for their study.

Educational resources play a crucial role in promoting outstanding academic performance. However, the specific content and nature of these resources are governed by the level and type of education offered. Business education aims to impart knowledge and skills related to business, enabling learners to participate in economic activities within society effectively. To accomplish this admirable goal, educational resources such as physical facilities and equipment, among other things, are crucial and expected to be accessible and efficiently utilized in the teaching and learning processes. Nevertheless, it is disconcerting to observe that most institutions in Nigeria need to catch up, particularly regarding the educational resources necessary for effective teaching and learning. Several of these institutions provide business education with few academic resources, resulting in factors such as inefficiency or a lack of seriousness or dedication among students. Upon examining the flow chart of certain institutions, it becomes evident that the limited educational resources could be more effectively utilized. This is primarily due to the lecturers' need for more efficiency in imparting practical information to the learners instead of focusing on theoretical concepts.

Consequently, this hurts the academic achievements of the students. These assertions align with the findings of the National Educational Research and Development Centre (NERDC) report from 2020, which verified that there needs to be more sufficient people and material resources in vocational business education. Similarly, according to Azih's (2021) research, students studying business education in schools need more educational resources to acquire the necessary skills and competencies. Similarly, Okoro (2020) noted that business education in Nigerian educational institutions needs more essential facilities and equipment, including laboratories, studios, word processors, Dictaphones, computer transmission units,



and more. In a study conducted by Baro et al. (2011) at Delta State University of Nigeria, 244 medical students were examined to determine their awareness of electronic resources. This study was conducted to investigate the extent to which students utilize computer-based educational resources for research productivity, among other reasons. The researcher believes these issues will continue if this study is not conducted. Many postgraduate students may choose not to pursue their professional development if they are not given access to these computer-based tools and do not effectively and efficiently incorporate them into their work.

Research Questions

The following research questions were raised to guide the study.

1. What is the extent of utilization of word processing software in enhancing postgraduate business education students' research productivity?
2. What is the extent of utilization of web-based resources in enhancing postgraduate business education students' research productivity?

Research Hypotheses

H₀₁: There is no significant difference between the mean responses of the male and female respondents regarding the extent of utilization of word processing software in enhancing postgraduate business education students' research productivity.

H₀₂: There is no significant difference between the mean responses of the respondents from the state, and private institutions regarding the extent of utilization of web-based resources in enhancing postgraduate business education students' research productivity.

Methodology

Descriptive survey research design was adopted for this study. According to Nwachukwu and Husayn (2013), descriptive survey design is one, which involves the assessment of public opinion through the collection of detailed description to make better plans for improving phenomena. In support of this, (Umoru, 2022). The population of the study comprises 83 male and female Business Education Post Graduate Students in North-Central geo-political zone, Nigeria. Meanwhile, out of the six States in North-central zone of the country, only two universities in Kwara State are offering postgraduate degree in Business Education as at 2022/2023 academic year. The universities are Kwara State University, Malete and Alhikmah University, Ilorin.

A structured 19-item questionnaire tagged "Utilization of Computer-based Educational Resources in Enhancing Postgraduate Business Education Students' Research Productivity Questionnaire" (*UCEREPBERPQ*) designed by the researcher was used to gather data for the study. The questionnaire items were developed based on an extensive review of related literature. The questionnaire consists of two parts. Part I seeks demographic information about respondents while Part II contains 19 items used to elicit responses from the respondents and was sent electronically via Google form to respondents from Kwara State University and Al-Hikmah, while 74 out of 83 respondents from the two universities responded to the questionnaire representing 89% response rate, while the mortality rate was

11%. on the Utilization of Computer-based Educational Resources in Enhancing Postgraduate Business Education Students' Research Productivity.

Data collected in respect to researcher questions were analyzed using mean and standard deviation. Similarly, independent samples t-test statistics were used to test the hypotheses formulated at a 0.05 significance level. An independent samples t-test was considered appropriate for this study because of its suitability while comparing two sample means from different groups.

Result

Research Question 1

What is the extent of utilization of word processing software in enhancing postgraduate business education students' research productivity?

Table 1: Mean and standard deviation of the respondents on the extent of utilization of word processing software by postgraduate business education students

S/N	Item Statements	\bar{X}	SD	Remark
1.	Utilizing word processing for positive motivation has a beneficial impact on computer-assisted tasks. Academic writing focused on conducting research.	3.66	0.47	Very High Extent
2.	Word processing software enhances the process of producing research, making it more engaging and enjoyable.	3.24	0.76	High Extent
3.	I frequently utilize Microsoft Word for my research endeavours, as it aids me in typesetting.	3.67	0.53	Very High Extent
4.	Word processing software enables me to organize and structure my research work efficiently.	3.59	0.55	Very High Extent
5.	Utilizing word processing software enhances the quality of my research endeavours.	3.41	0.50	High Extent
6.	Word processing software facilitates collaborative research endeavours with co-authors and collaborators.	3.62	0.54	Very High Extent
7.	Including tools such as track changes and comments in word processing software improves the process of reviewing and revising documents.	3.36	0.51	High Extent
8.	The utilization of word processing software has enhanced the caliber of my reports.	3.65	0.51	Very High Extent
9.	Word processing software has dramatically improved my capacity to meet research deadlines.	3.55	0.58	Very High Extent
10.	I possess a comprehensive understanding of and proficiently utilize complex word-processing software functionalities to manage research references.	3.59	0.66	Very High Extent
Grand Weighted Mean		3.53	0.56	Very High Extent

Source, Field Survey, 2024



Table 1 shows that postgraduate business education students strongly believe that using word processing software greatly improves research productivity. They indicated word-processing software significantly benefits computer-assisted research writing (mean = 3.66). Similarly, the participants evaluated word processing software as significantly enhancing the enjoyment of research-creation, with a mean rating of 3.24. Similarly, participants evaluated the frequent utilization of Microsoft Word for research work, which aids in typesetting. Word processing software greatly improves the organization and structuring of research work, with mean scores of 3.67 and 3.59, respectively. Similarly, word-processing software significantly enhances the results of their study activities to a considerable degree (mean = 3.41). The data from the Table indicates that respondents highly regarded word processing software as a valuable instrument for collaborative research with co-authors and colleagues, with a mean rating of 3.62. Including tools such as track changes and comments in word processing software greatly improves the process of reviewing and revising (mean = 3.36). Similarly, the participants expressed a high level of agreement that using word processing software has enhanced the quality of their reports and has had a favorable effect on their capacity to meet research deadlines (mean = 3.65 and 3.55). The data from the Table indicates a significant usage of advanced capabilities in word processing software specifically related to research references. The mean value is 3.59. The items have low standard deviations, ranging from 0.47 to 0.66, suggesting that the responses are not very varied. Word processing software significantly enhances the research productivity of postgraduate business education students, as indicated by a high grand weighted mean and standard deviation (mean = 3.53; SD = 0.56).

Table 2: Mean and standard deviation of the respondents on the extent of utilization of web-based resources in enhancing postgraduate business education students

S/N	Items statement	Mean	SD	Remarks
11.	Access to Academic Databases like PubMed enhances fast production of research work.	3.55	0.74	Very High Extent
12.	Online Journals and Research Paper improves the quality of research work.	3.47	0.73	High Extent
13.	Research Collaboration Platforms like ResearchGate ease research production.	3.58	0.62	Very High Extent
14.	Research Collaboration Platforms like Academia.edu improves research production/	3.51	0.58	Very High Extent
15.	Web-based Learning and Educational Resources like online courses assists a lot in writing quality research.	3.51	0.65	Very High Extent
16.	Web-based resource enhances access to relevant research information.	2.74	0.95	High Extent
17.	Online Data Repositories like GitHub is useful for research work.	2.81	0.82	High Extent
18.	e- resources is adequate for Postgraduate students academic and research purposes.	2.83	0.92	High Extent
19.	web-based resources enhance postgraduate students research productivity.	2.91	0.92	High Extent
	Grand Weighted Mean	3.21	0.77	High Extent

Source, Field Survey, 2023

Table 7 reveals the mean ratings of the respondents on the extent to which utilization of web-based resources enhances postgraduate business education students ‘research productivity. The table reveals that access to academic databases like PubMed enhances fast production of research work is to a very extent (mean = 3.55). Equally, the respondents rated the utilization of online Journals and Research Paper improves the quality of research work to high extent (mean = 3.47). while Research Collaboration Platforms like ResearchGate ease research production and Research Collaboration Platforms like Academia.edu improves research production are utilize to a very high extent (mean = 5.58 and 3.51) respectively. The analysis in the Table 4 reveals further that; Web-based Learning and Educational Resources like online courses assists a lot in writing quality research to a very high extent (mean = 3.51). Similarly, the respondents rated the utilization of social media like Twitter as a good for Research Networking and Online Data Repositories like GitHub is useful for research work to a high extent (mean = 2.74 and 2.81) respectively. Also, e- resources is adequate for Postgraduate students academic and research purposes and web-based resources enhance

postgraduate students research productivity to a high extent (mean = 2.83 and 2.91). The standard deviations of the items are low ranging from 0.58 to 0.93 indicating that their responses are not too widespread. In summary, the utilization of web-based resources enhances postgraduate business education students ‘research productivity to a high extent with grand weighted mean and standard deviation of (\bar{x} =3.21; SD = 0.77).

Testing of Hypotheses

H₀₁: There is no significant difference between the mean responses of the male and female respondents regarding the extent of utilization of word processing software in enhancing postgraduate business education students’ research productivity.

Table 3: Summary of t-test of the difference between the mean responses of male and female respondents

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	44	3.90	0.14				
				14.9	72	0.001	Rejected
Female	30	3.00	0.31				

Source: Field survey, 2024

P < 0.05

Table 3 reveals 44 male and 30 female postgraduate students from private and public universities in Kwara state. The data from the Table indicates that using word processing software significantly improves the research productivity of postgraduate business education students. This is supported by a high grand weighted mean of 3.53 and a standard deviation 0.56. Their replies closely approximate the mean, as the standard deviation is low. The Table indicates a notable disparity in the average replies of male and female participants about the degree to which word processing software is used to improve the research productivity of postgraduate business education students ($t_{72} = 14.9, P < 0.05$). Thus, the null hypothesis was rejected, which states that there is no significant difference between the mean responses of male and female respondents regarding the utilization of word processing software in boosting postgraduate business education students' research productivity. These findings suggest significant differences between male and female postgraduate students' responses to using word processing software to improve research efficiency in postgraduate business education.

H₀₂: There is no significant difference between the mean responses of the respondents from the state, and private institutions regarding the extent of utilization of web-based resources in enhancing postgraduate business education students’ research productivity.

Table 4: Summary of t-test of the difference between the mean responses of the respondents from the state and private

Group	N	Mean	SD	t-cal	Df	p-value	Decision
State University	56	3.54	0.43				
				12.1	72	0.001	Rejected
Private University	18	2.20	0.41				

Source: Field survey, 2024

P < 0.05



Table 4 shows a combined total of 44 male and 30 female participants from the selected universities in Kwara state. The data from the Table indicates that spreadsheet software has a substantial positive impact on the research productivity of postgraduate business education students. The grand weighted mean of 3.14 and the standard deviation of 0.72 reflect this. Their responses closely resemble the average, as the variability is minimal. The Table shows a significant difference in the average responses of male and female participants about the extent to which presentation software is utilized to enhance the research productivity of postgraduate business education students ($t_{72} = 14.32, P < 0.05$). The null hypothesis was refuted, which posits that there is no substantial disparity between the average responses of male and female participants regarding the extent to which they utilize presentation software to enhance the research productivity of postgraduate business education students. The findings indicate notable disparities between male and female respondents in their responses about how much presentation software is utilized to augment the research productivity of postgraduate business education students.

Discussion of Findings

The study assessed the efficacy of computer-based instructional resources in enhancing the research output of postgraduate students in business education. The study assesses the utilization of two fundamental components of computer-based instructional resources: word-processing software, web-based resources, presentation software, and spreadsheet software. The study's results, as demonstrated in Table 1, suggest that using word processing software dramatically improves the research output of postgraduate business education students. Utilizing word processing software enhances the productivity of postgraduate business education students when preparing their postgraduate thesis or dissertation.

The results for research question two, which aimed to establish the extent to which utilization of web-based resources enhances postgraduate business education students' research productivity, are displayed in Table 2. The findings suggest that using online resources significantly improves the research efficiency of these graduate students in business education can enhance their writing productivity for their theses or dissertations by utilizing online resources such as Google, Wikipedia, Ask, and YouTube to access a wide range of literary materials. This discovery is consistent with the study conducted by Chen, Guidry, and Lambert (2014), which indicated that the use of internet-based educational technology positively affected student involvement and academic achievements. In addition, the finding that utilizing online resources significantly enhances the research efficiency of postgraduate business education students offers more confirmation. Bhatt (2013) argues that digital resources such as web-based databases, presentation software, spreadsheets, Online Public Access Catalogues (OPACs), electronic journals, electronic books, and digitized materials are gradually replacing printed media because they provide up-to-date and timely information.

Equally, the result from the test of null hypothesis in Table 19 indicated a significant difference in the mean responses of the respondents from state university and respondents from private university regarding the extent of utilization of web-based resources in enhancing postgraduate business education students' research productivity. This implied that postgraduate students of both private and state owned expressed a divergent view regarding the extent to which utilization of web-based resources enhances their research productivity.

Extent of utilization of presentation software in enhancing postgraduate business education students' research productivity.

Conclusion

Based on the findings of this study, which revealed a high extent of the utilization of computer-based educational resources in enhancing postgraduate business education students' research productivity. It was concluded that postgraduate students of business education are gradually developing a full appreciation of computer-based educational resources as a genuine tool for enhancing their researcher productivity.

This implied that postgraduate research in business education programme irrespective of gender and university-type differences can only be enhanced through a proper utilization of word-processing software and web-based resources.

Recommendations

Based on the findings and the conclusion of this study, the following recommendations were made.

1. Business Education departments should organize training programmes for postgraduate business education students to enhance their proficiency in word processing while, ensuring that both male and female students receive gender-inclusive training.
2. Universities should develop specific strategies tailored towards effective utilization of web-based resources based on whether students are from state or private universities, recognizing and addressing specific needs and challenges unique to each university type.

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