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AWARENESS AND UTILIZATION OF WEB 2.0 TECHNOLOGIES IN TEACHING BUSINESS EDUCATION COURSES IN UNIVERSITIES IN NORTH CENTRAL NIGERIA

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Abstract

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. It is as a result of this setback that this study investigated the Awareness and utilization of Web 2.0 technologies in teaching business education courses in universities in North Central Nigeria. The study has two specific purposes, which are to determine lecturers' level of awareness, extent of utilizing Web 2.0 technologies in teaching business education courses. The study has two research questions and two hypotheses. The study adopted a descriptive survey research design. The population of the study comprises 88 business education lecturers in Kwara, Kogi, and Nasarawa State. The total population was used, it was not too large to manage hence there was no sampling. The instrument used for data collection was a structured questionnaire tagged, Awareness and Utilization of Web 2.0 Technologies in Teaching (AUWTT) with a modified 4-point rating scale. The instrument was validated by three experts and with a Cronbach Alpha reliability coefficient of 0.86. Mean and standard deviation were used to analyze the data collected to answer the research questions. While independent samples t-test was used to test hypotheses at 0.05 level of significance. The study found that there was significant difference between the mean response scores of male and female respondents on the level of lecturers' awareness of Web 2.0 technologies (t_{77} = 9.12, P<0.05) and utilization(t_{77} = 8.37, P<0.05),

Based on the findings, it was concluded that awareness and utilization of Web 2.0 technologies are highly utilized. It was recommended among others that the Universities should promote the continued use of Web 2.0 technologies by lecturers in teaching business education by developing a policy that facilitates the integration of these technologies into the educational process.

Introduction

The thrust for constant improvement and lifelong learning alongside the fast-changing business needs and the revolution of Web 2.0 tools has transformed the way people communicate, collaborate, and learn. Technologies such as Web 2.0 tools (blogs, wikis, and forums) are increasingly employed in educational contexts. 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 tools to become active participants rather than passive observers. These phenomena present many challenges that educators need to identify and overcome if Web 2.0 is to accommodate fully the benefits that are intended to be delivered. A possible strategy to address this is by exploring how Web 2.0 tools are used in practice and how they can fit into existing educational approaches.

The awareness of information technology and related innovations continues to change the mode of teaching and learning in higher learning institutions (Eligi & Mwantimwa, 2017). Several studies indicate that there has been a growing trend of incorporating technology in education to fulfill some of the technological expectations of students and faculty members. It is clear that new technologies, such as Web 2.0 technologies, have been included to support teaching and learning activities in colleges and universities. Examples of Web 2.0 technologies include YouTube, Mashups, virtual worlds, online games, social networking, social bookmarking, blogs, Wikis, and syndication-based tools. Growth in the usage of emerging technologies, such as Web 2.0 tools, in teaching and learning activities has been shown in earlier studies. Share in particular how the popularity of Web 2.0 technologies suggests that creating interactive, inquiry-based, and technology-rich curricula is appropriate for preparing students for the complex world of today.

Web 2.0 technologies are internet applications that speed up interactive information creation, sharing, and collaboration on the World Wide Web (www). Web 2.0 is a second-generation web-based service that encourages and enables users to share ideas and collaborate in innovative ways unlike Web 1.0 which is a first-generation web-based service and a read-only and static web. Web 2.0 technologies such as Blogs, Social networking sites, Discussion forums, Wikis, Podcasts, Google documents, and Facebook allow users to read, write, collaborate, and share information content on the web. Web 2.0 enables users to compose, edit, read, and distribute information whenever and wherever it is characterized by openness, persistence, user participation, searchability, knowledge sharing, and collaboration. Technological advances in recent years have dramatically impacted how learning is achieved in and outside the classroom. Web 2.0 technologies are global concepts used to support learning activities in learning environments. This is so because these technologies have the potential to create a more interactive and powerful learning environment. Web 2.0 grants students' access to quick and global information useful for learning. It also enables users to compose, edit, read, distribute information easily, publish information content online, and network with learners with similar interests. These tools facilitate connections between students by enabling them to post comments

on blogs or discussion forums, ask for in-depth explanations of a topic, start conversations, or add friends. (Anunobi & Ogbonna, 2013)

Utilization of Web 2.0 technologies in teaching, teachers at all levels of education, but notably those at the university level, are constantly pushed to look for creative ways to use social media or Web 2.0 tools to help their students learn. Many educational arguments have been made in favor of this change in learning activities. There are numerous opportunities to integrate Web 2.0 tools into higher education operations. With their ability to help students with class planning, authentic presentation preparation, learner evaluation, time management, schedule planning, collaborative project development, and digital storytelling, these tools have the potential to revolutionize higher education. Three paradigm shifts are implied by this, including "a move from a focus on information to communication, Mamman i(2019) asserts that these technologies are here to stay and have integrated themselves into our daily lives. They are accessible to facilitate our activities, particularly teaching and learning. Students at universities today frequently use Web 2.0 technology. In the context of this study, utilization refers to the methodical process of using educational learning resources to generate data collected during the design and analysis stages as well as the selection choice. Additionally, it uses tools and a methodical approach to help in the learning process. Richly and Seels (2014). One may argue that 21st-century pupils are surrounded by and use these tools almost all the time. Numerous Web 2.0 technologies, such as those mentioned below, are accessible for use in teaching and learning.

Learning management system: In addition to being a Course Management System (CMS), Moodle (Course Management System) is also a Virtual Learning Environment (VLE) or Learning Management System (LMS). Using a planned delivery procedure, these systems are used to create and deliver training and education.

Blackboard (Course Management System): This platform helps to engage more students in novel and engaging ways by enabling them to use their devices to interact more effectively, reach students at their preferred level, and keep them informed and interested through effective cooperation. Mashups: This platform is used to produce and combine information through a highly interactive and user-friendly interface. Sharing of Files and Information: Some of the tools on this platform are idel.icio.us, idrop.io, imyfiles.bgsu.edu, ifurl.net, and Scribd (a document-sharing service).RSS: Syndication is the method by which information from websites is gathered into a "feed" and "piped" to users. This platform enables users to find changes to the content of RSS-enabled websites, blogs, and podcasts without physically visiting the site. Wikis: A webpage or group of webpages can be readily edited by anybody with access. It is a collaborative tool that makes it easier to create group projects and connects sites with hyperlinks. A study space that the library has effectively relocated online Wikis as a service can let users and librarians socialize with one another.

Podcasting: In the Web 2.0 world, podcasts are usually seen as another kind of user-generated content. In academic publication, podcasts are allegedly quite popular and are increasingly being added to online journals. Internet forum or discussion forum: Using the messages supplied, professionals, readers, and others can engage in fruitful discussions on this online discussion platform. Messages on this site are at least temporarily stored, unlike chat rooms. Depending on a user's level of access or the forum configuration, a posted message can additionally require moderator approval before being made public. The Google group and the LinkedIn group are two examples.

Flicker (Photos): The experimental information architecture technique and photo database allow the students to locate photographs without the need for metadata. Users might choose to design their own images in order to search for them. It has features that let you annotate, share, and comment on pictures and images that can be utilized in a classroom.

Sharing Videos: One of the platforms for sharing videos is YouTube, a website where users may publish, watch, and share video clips. Google Video is an additional resource. The study group uses Tokbox for video chat and video communications.

Social Networking: Facebook is a social networking site that connects users with their friends as well as people in their immediate vicinity who work, reside, or attend school. Linked In is a professional social network that allows users to control their online identities, connects them to their most trustworthy relationships, and makes it easier for professionals and users to share opportunities and information. On Myspace, Twitter, Ning, and other sites, people share you. classroom announcements, community building, and learning both within and outside of the classroom are all accomplished with the help of these technologies. classroom 2.0 is a social networking platform for collaborative educational technologies.

SlideShare (Presentation sharing): This platform allows users to score and comment on other people's slideshows in addition to uploading their own slides for distribution. This website allows users to score and comment on other people's presentations in addition to uploading slides to share with others. Blogs: These are simple web pages consisting of posts that offer links or information. This platform allows users to leave comments. The practice of communicating through posting is known is blogging.

Edublog: It is called "Educational Blogging" and allows users to create and manage blogs for students, teachers, and libraries. It also allows users to add podcasts, videos, and photos, as well as immediately customize themes. Group note-taking is another name for collaborative authoring. In an online learning environment, the following tools are used for peer review, note-taking, and change monitoring. Google Docs, Wikipedia, pbwiki, Wikispaces, and istu.dicio.us are a few examples.

The help given to individuals or groups inside the organization to use technology is referred to as technology use (Masele, 2014). Among these are leadership and technical assistance for integrating technology into instructional activities. Technical support is crucial for the effective adoption and integration of technology in the classroom, according to Buabeng-Andoh (2012).Usoro, Echeng, and Majewski (2014) define perceived usefulness as a person's conviction that technology would improve their productivity. Lwoga (2014), on the other hand, defines perceived usefulness as the extent to which students think that utilizing technology would enhance their academic achievement. According to (Masele, 2014; Mollel, 2013; Mohammad, 2012), perceived utility plays a role in deciding whether or not technology is adopted, integrated, and used in teaching and learning activities. Teachers and students can work together to create and share knowledge through the use of web-based technology in the classroom. Accordingly, the acceptance and integration of web-based technologies in teaching and learning depend heavily on aspects of cooperation, communication, and involvement in knowledge creation and critique of ideas provided by others (Kazoka, 2016 & Kam & Katerattanankul, 2014). According to this, tools and technology offer a learning environment where students can create their own learning experiences and work together to come up with ideas (Alsadoon, 2018). Web applications, for instance, make it possible for students and teachers to communicate indirectly. In these respects, a large number of constructivist theorists agree that technology use improves interpersonal interactions and information exchange.

Additionally, proponents of collaborative learning contend that it improves students' retention of material compared to working alone (Ndumbaro, 2018).

Web 2.0 applications including wikis, blogs, RSS, podcasts, and social networking are often used by freshman in colleges and universities nowadays. Researchers believe that Web 2.0 technologies should be integrated into higher education because students now expect to learn using new technology and because education should prepare students for the jobs of the future. Research indicates that Web 2.0 technologies offer numerous benefits to college students.

Business Education according to Nwokike (2018) is education that enriches basic education for teaching careers, entrepreneurship, business understanding, office understanding, office environment, and vocational practices. Business education includes courses on running a business, working in an office, understanding economics, and entrepreneurship. It also aims to give students foundational skills they can use for their benefit in the future. Education is essential for educating people about business, preparing them to manage their personal affairs and become contributing members of society. Some schools of thought hold that a course of study in business education is intended to produce instructors for secondary and postsecondary. The majority of the courses are taught in the conventional Schools.

Gender according to gender.jhpiego.org (2020) refers to the economic, social, political, and cultural attributes and opportunities associated with being women or men. The social definitions of what it means to be a woman, or a man vary among cultures and change overtime. Gender is a socio-cultural expression of particular characteristics and roles that are associated with certain groups of people regarding their sex and sexuality. Gender 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, but gender refers to the roles that are established by society and passed down from society to society or culture. The use of Web 2.0 technologies is not solely determined by gender; it can also be influenced by other factors, such as the learners' and teachers' environments; socioeconomic class; students' study habits; teachers' qualifications and experience; and the availability of instructional facilities and infrastructure, among others. Gender was established in the course of this study, to know if any gender is affected by the use of Web 2.0 technologies in teaching business education courses.

However, the present study explored the awareness and utilization of Web 2.0 in teaching business education courses in universities. To the best of the researcher’s knowledge, no study has included these variables (Awareness and Utilization) in their studies. It is against this background that this study was conducted to examine the perceived awareness and utilization of Web 2.0 technologies in teaching in universities.

Statement of the Problem

Web 2.0 technologies encourages and enables teachers and learners to share ideas and collaborate in innovative ways. It also forces educators to rethink the way they teach and learn, and to transform education practices so that it can support more active and meaningful learning that involves best practices for the use of Web 2.0, for educational purposes. It also gives the teachers specific obligation to empower learners with major skills, knowledge, attitude and transforming learners on the needs of society. Despite the advantages of Web 2.0 technologies in enhancing learning there are problems of loss personal information, spread of fake news, internet addition and time wastage by students and physical and mental health issues. Other problems include, inadequate lecture halls to accommodate the students, inadequate lecturers and in most

cases, lecturers are overloaded with courses resulting in poor preparation and stress. Also, among the barriers to the effective use of Web 2.0 tools for instruction is the challenge of creating meaningful assignments to promote desired learning outcomes. A poorly planned assignment that has little to no connection to the course's broader goals irritates students, makes them less interested in utilizing the tool, and has little or no educational value.

This research sought to investigate the awareness and utilization of web 2.0 technologies in teaching business education courses in the universities with a view to salvage the situation in North Central Nigeria. Currently, little research has explored these issues.

Purpose of the Study

The main purpose of this study is to investigate the awareness and utilization of Web 2.0 technologies in teaching business education courses in universities. Specifically, the study seeks to.

1. Determine lecturers' level of awareness of Web 2.0 technologies for teaching business education courses in Universities.
2. Ascertain the lecturers' extent of utilization of Web 2.0 technologies in teaching business education courses in Universities.

Research Questions

The following research questions guided the study:

1. What is the level of lecturers' awareness of Web 2.0 technologies in teaching business education courses in Universities?
2. What is the extent of lecturers' utilization of Web 2.0 technologies in teaching business education courses in Universities?

Research Hypotheses

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

$H_0$1: There is no significant difference between the mean response scores of male and female respondents on the level of lecturers' awareness of Web 2.0 technologies in teaching business education courses in Universities.

$H_0$2: There is no significant difference between the mean scores of male and female respondents on the extent of lecturers' utilization of Web 2.0 technologies in teaching business education courses in Universities.

Methodology

The study adopted descriptive survey design. A total of 88 Business Education Lecturers in universities in North Central Nigeria geographical zone, form the population of the study. The total population was used, it was not too large to manage hence there was no sampling. A structured questionnaire tagged: Awareness and Utilization of Web 2.0 Technologies in Teaching Questionnaire was used to elicit responses from the respondents. The instrument was validated by three experts in Business Education and Entrepreneurship Education Kwara State University, Malete. To establish the reliability of the questionnaire, Cronbach Alpha was used which gave a coefficient of 0.86. The descriptive statistics of mean and standard deviated were used to answer the research questions and mean rating of 2.50 and above was rated high-level /high extent while mean ratings below 2.50 was rated low-level/ low extent. On the other hand,

the null hypotheses were tested at a 0.05 level of significance using the Independent Samples t-test.

Results

Answering the Research Questions

Research Question 1: What is the level of lecturers' awareness of Web 2.0 technologies in teaching business education courses in universities?

Table 1: Mean and standard deviation of responses on the level of lecturers' awareness of Web 2.0 technologies

S/N	Item Statements	$\overline{X}$	SD	Remark
1.	Blogs	2.95	0.86	High-Level
2.	Podcasts	3.13	0.72	High-Level
3.	Skype	3.05	0.71	High-Level
4.	Wiki	2.85	0.88	High-Level
5.	YouTube	3.34	0.60	Very High-Level
6.	Social bookmarking	3.24	0.80	High-Level
7.	Mashups	3.11	1.00	High-Level
8.	Zoom	3.46	0.71	Very High-Level
9.	News groups/online forums	2.80	0.72	High-Level
Weighted average		**3.10**	**0.78**	**High-Level**

Source: Field Survey, 2024

Table 1 shows all the nine item constructs have standard deviations ranging from 0.60 to 1.00. This means that the responses of the respondents are not widespread as they are close to the mean. Table 1 shows a grand calculated weighted average mean and standard deviation of 3.10 and 0.78. All constructs in Table 1 indicate that lecturers are highly aware of Web 2.0 technologies used in teaching business education courses in universities (mean = 3.10, SD = 0.78).

Research Question 2: What is the extent of lecturers' utilization of Web 2.0 technologies in teaching business education courses in universities?

Table 2: Mean and standard deviation of responses on the utilization of Web 2.0 technologies in teaching

S/N	Item Statements	$\overline{X}$	SD	Remark
10.	I use blogs to share course-related content with my students.	2.91	0.80	High Extent
11.	I use Skype to conduct small group lectures with my students.	2.80	0.76	High Extent
12.	WhatsApp helps me stay connected with my students and respond to their questions or concerns in a timely manner.	3.16	0.76	High Extent
13.	Podcasts and webcasts provide my students with opportunities for self-paced learning.	2.92	0.86	High Extent

14.	I encourage my students to participate in online discussion forums or news groups related to our course topics.	3.11	0.68	High Extent
15.	I use Google Meet to conduct virtual class sessions and facilitate real-time discussions with my students.	3.08	0.76	High Extent
16.	I create and maintain a class wiki to collaboratively build and share knowledge with my students.	2.70	0.69	High Extent
17.	I utilize Zoom to deliver online lectures.	2.92	0.75	High Extent
18.	I use zoom to host virtual office hours to facilitate group discussions.	3.05	0.81	High Extent
19.	I use social bookmarking tools to share relevant online resources with my students.	2.51	0.64	High Extent
20.	I use Flipgrid to assign video-based learning activities and assessments for my students.	2.59	1.02	High Extent
21.	I incorporate relevant YouTube videos into my course content to enhance learning and provide visual demonstrations.	3.03	0.60	High Extent
Weighted average		**2.90**	**0.76**	**High Extent**

Source: Field Survey, 2024

Table 2 shows that all the 12 item constructs have standard deviation ranging from 0.60 to 1.02. This means that the responses of the respondents are not widespread as they are close to the mean. Table 2 shows a grand calculated weighted average mean and standard deviation of 2.90 and 0.76, which indicate that all the constructs on the extent of lecturers' utilization of Web 2.0 technologies in teaching business education courses in universities are rated to a high extent. This implies that lecturers utilize Web 2.0 technologies in teaching business education courses in universities to a high extent (mean = 2.90, SD = 0.76).

Test of Hypotheses

$H_0$1: There is no significant difference between the mean response scores of male and female respondents on the level of lecturers' awareness of Web 2.0 technologies in teaching business education courses in universities.

Table 3: Independent samples t-test analysis of lecturers' level of awareness of Web 2.0 technologies in teaching.

Γενδερ	Ν	Μεαν	ΣΔ	τ–χαλ	Δϕ	π–ωαλυε	Δεχισιον
Μαλε	48	3.50	0.51				
				9.12	77	0.00	Ρεφεχτεδ
Φεμαλε	31	2.49	0.41				

Source: Field survey, 2024 P<0.05

The data in Table 3 reveal that there are 48 male respondents and 31 female respondents. The male and female respondents' responses show a high level of lecturers' awareness of Web 2.0 technologies in teaching ($\bar{x}$ = 3.50; SD = 0.51) and ($\bar{x}$ = 2.49; SD = 0.41).

Their responses are close to the mean as the standard deviations are very low. The table reveals that there is a significant difference between the mean response scores of male and female respondents on the level of lecturers' awareness of Web 2.0 technologies in teaching business education courses in universities ($t_{77} = 9.12$, $P<0.05$).

Therefore, the null hypothesis that states that there is no significant difference between the mean response scores of male and female respondents on the level of lecturers' awareness of Web 2.0 technologies in teaching business education courses in universities was rejected. This implies that respondents' responses differ significantly. Their responses show that the male respondents rated the level of lecturers' awareness of Web 2.0 technologies in teaching business education courses in universities higher than the female respondents (mean difference = 1.00).

$H_0$2: There is no significant difference between the mean scores of male and female respondents on the extent of lecturers' utilization of Web 2.0 technologies in teaching business education courses in universities.

Table 4: Independent samples t-test analysis of lecturers' utilization of Web 2.0 technologies in teaching

Gender	N	Mean	SD	t-cal	Df	p-value	Decision
Male	48	3.27	0.51				
				8.37	77	0.00	Rejected
Female	31	2.32	0.48				

Source: Field survey, 2024 P<0.05

The data in Table 4 reveal that there are 48 male respondents and 31 female respondents. The male and female respondents' responses show lecturers' utilization of Web 2.0 technologies in teaching business education courses in universities to a high extent ($\bar{x}$ = 3.27; SD = 0.51) and ($\bar{x}$ = 2.32; SD = 0.48).

Their responses are close to the mean as the standard deviations are very low. The table reveals that there is a significant difference between the mean response scores of male and female respondents on the extent of lecturers' utilization of Web 2.0 technologies in teaching business education courses in universities ($t_{77} = 8.37$, $P<0.05$).

Therefore, the null hypothesis that states that there is no significant difference between the mean response scores of male and female respondents on the extent of lecturers' utilization of Web 2.0 technologies in teaching was rejected. This implies that respondents' responses differ significantly. Their responses show that the male respondents rated the extent of lecturers' utilization of Web 2.0 technologies in teaching business education courses in universities higher than the female respondents (mean difference = 0.95).

Discussion of Findings

The study was conducted on the Awareness and Utilization of Web 2.0. technologies in teaching Business Education courses in North Central, Nigeria. The discussion is based on the two research questions and the two null hypotheses presented in chapter one which were statistically analyzed in this chapter. The result of the analysis in Table 1 shows that the lecturers are quite/highly aware of Web 2.0 technologies for teaching. In Table 3, the study revealed that there was significant difference between the mean response scores of male and female respondents on the level of lecturers' awareness of Web 2.0 technologies in teaching business

education courses in universities (t_{77} = 9.12, P<0.05). The findings related to that of Itighise, Babayemi and Akpan (2023) who stated that Web 2.0 technology should be used for teaching and learning to create opportunities for teacher trainees to learn and develop at their own pace in an e-learning environment.

The findings from Table 2 reveal that Lecturers utilize Web 2.0 technologies in teaching business education courses in universities to a high extent. Also, in Table 4, the study further revealed that There was significant difference between the mean response scores of male and female respondents on the extent of lecturers' utilization of Web 2.0 technologies in teaching business education courses in universities (t_{77} = 8.37, P<0.05). The findings agreed with Umoru (2015) that effective utilization of social media by both teachers and students can help extensively in empowering students with the needed skills. Social media which is a group of Internet-based applications built on the ideological foundations of Web 2.0, that allow the creation and exchange of user-generated content, and if incorporated into the classroom experience may be the needed answer to unemployment and poverty in Nigeria as beneficiaries can easily connect with existing and potential enterprises and customers, engage with them and reinforce mutual business benefits. Business education teachers must not only take charge of what happens in the traditional classroom but also endeavor to collaborate with colleagues in the utilization of new technologies to enhance studies and support student learning.

Conclusion

Based on the findings of this study revealed that the majority of Business Education Lecturers are quite aware and utilize Web 2.0 technologies for teaching. This implies that if Web 2.0 technologies are well utilized, in the process of teaching it will go a long way in assisting the lecturers to advance in the use of technology and be more active in the process of teaching.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. The Universities should encourage the lecturers to continue the utilizing/usage of Web 2.0 technologies in teaching business education by creating a policy on the integrating the technologies in teaching.
2. The Management/Stakeholders should encourage lecturers to maintain the utilization of Web 2.0 technologies in teaching by creating regular workshops, training, conferences on technologies.

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