

Impact of Digital Software Technologies on Business Education Students Acquisition of Creative Digital Skills in Nnamdi Azikiwe University Awka, Anambra State

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Abstract

This study investigated impact of digital software technologies on business education students acquisition of creative skills in Nnamdi Azikiwe University Awka, Anambra state. Digital software technologies are harnessed to strengthen student's learning capacities towards acquisition of competent software skills for intellectual and career development. This study adopted descriptive survey research design. One Research question and one hypothesis guided the study. Population of this study is 7000, which comprised 400 female students and 300 male students in Nnamdi Azikiwe University Awka, Anambra state. Stratified random sampling techniques was used to select 80 male and 120 female staff of Nnamdi Azikiwe University Awka, Anambra state. Instrument for data collection was a researcher developed questionnaire titled "Impact of digital software technologies on business education students acquisition of creative skills in Nnamdi Azikiwe University Awka, Anambra state." With rating scale of strongly agree, agree disagree and strongly disagree. The instrument was validated by two specialists in Business Education Departments of Okija Campus Anambra state and Social Science Education, of Imo state University Owerri. Cronbach alpha statistics was used to ascertain the reliability coefficients of the study at 0.78 and 0.98, which showed that the instrument was reliable to be used in this study. A total of 200 questionnaires were administered to the respondents with the help of two research assistants, and a total of 200 questionnaires were returned non- got missed. Mean scores were used to analyze the data generated. Findings from this study revealed that some students make use of digital software technologies to acquire entrepreneurship skills to fend for their daily financial needs. The Findings from the study revealed that students acquire tutoring and digital creative learning skills to write seminars, assignments and of course projects. It was recommended in this study that government should provide adequate ICT facilities in Nnamdi Azikiwe University for effective students digital skill acquisition.

Keywords: Meaning of digital software learning technologies, functions of digital software learning technologies.

Introduction

Digital software technologies have been the mirrors people have used consistently to connect, transact businesses, associate and receive formal educative information with people in the whole world. Digital software technologies are: Face book, What Sapp, Instagram, Twitter, Tick Tock, LinkedIn, OVoo, Word creation soft wares and Google. However, in educational sector, much software have evolved thus, adding values to acquisition of more digital creative and intelligent skills to students especially, Business Education students. They are Chap Gpt, Chat bots, Pinterest, and all manners of

tutorial and research soft wares. In this globalized society, digital software technologies are spreading fast and aiding learning in different strands. Where there are no learners there are no classrooms. Though, emphasis is placed on what lecturers and teachers use to convey teaching in modern day classrooms as well as affordability of the tools by students. The presences of hard and soft ware digital technologies have reinforced student's intellectual capacities to learn. Digital technology software learning tools have today made learners to be active participants in modern classrooms. Vast majority of students of this modern age are

ICT literate and can communicate with ICT softwares in both practical hand use and voice talks because they are born in the digital age and stood as both digital natives or digital citizens with the use of soft and hardware technologies.

Digital Software Technologies

Digital software technologies are both digital and internet enhanced soft wares used for business and educational purposes. Digital software technologies have inbuilt systems where visual and audio-visual software materials are sourced. They generate both sounds, visual objects to users especially students (Otuka, 2010).

Digital Software Learning Technologies

Modern digital software technologies are software technologies which display images of human beings, objects or abstract things that are of use by students and non-students. They are used to convey both visual and written messages such as letters, graphics, and pictures, among others. They provide easy access to information and as well help in writing, construction of graphs, lines, grid lines and editing of written information (Lohr 2007). They are multimedia software learning tools used for recording, videoing, snapping, as well as enabling students and other users to engage in conversations, listen to events or scenes (Mayer 2002). They can store information for a long time. For example, WhatsApp. WhatsApp can be used for audio and video call, and as well, used for watching soft videos.

Types of Digital Software learning Technologies

As stated before, digital software technologies are digital tools used for multiple learning operations: They are used by Business Education students to engage in collaborative, mobile, personalized, virtual and learning Lever (Duffy & McDonald, 2011). Students of this modern age make use of software technologies to engage in interactive learning, conference learning with their course mates in very far away universities. They are as well, used by used in close by universities to engage in competitive learning also. Software technologies provide video icons where students can use to see themselves in virtual classroom or conferences (Barseghian, 2011). Various Digital software learning technologies in this modern age are: Twitter, Instagram, Google, LinkedIn, Facebook, WhaSAp, Tick Tock. Others include: Creation soft wares, word processing, power point, corel draw, surfing software, opera browsers, yahoo, digital object identifier, drill and practice soft wares, educational games soft wares, tutorials and brainstorming soft wares. Business Education Students make use of these software algorithms to engage in classroom learning and as well use them at home and in their learning convenient zones to engage in digital creative skills such as animation or image designs, corel drawing, data management, linear programming and email creation. Business Education Students also make use of tutorial softwares to engage in tutorial classroom learning. Opera and other search engines are used by student to search for soft texts contents from journals, books to

write their seminar papers (Cisco System, 2011). Students also use them to extract valuable information for their project writing. On the other hand, they are helpful for classroom assignments.

Lectures make use of digital software technologies to have general learning relationship with their students because both students and lecturers use them to engage into interactive learning every day. Digital software technologies have gained a firm root in pedagogical virtual, and hybrid learning classrooms, enriching themselves with varied learning skills. Students also use them for social media marketing, entrepreneurship business skills and crafts such as; weaving, carving, soap making, dyeing and image designs. Vast majority of students have also used digital software technologies to engage in leadership courses, presentations, cake baking, snacks, body beautifications, manicure and pedicure learning. No student wants to be idle. Software learning technologies have enriched students learning in different learning folds. Students have gotten more thrilled to learn at ease with digital software technologies at every time of the day. Flexible learnings among students are established with digital software technologies. They enable students share learning experiences together. Students receive instant clarifications on areas of learning they did not understand. Students grasp learning very swiftly digital software technologies than face to face classroom learning which depends on memorization of concepts. Some digital software technologies help students to visualize what they do not understand and gets easily directed with digital

software technologies to achieve their general and personal learning goals (Sisco, 2008).

Functions of Digital Software Technologies

The functions of software ICT algorithms enhances:

1. Critical thinking to students.
2. Interpretation of abstract information into cogent and lucid narratives.
3. Conversion of complex learning to simple learning stands.
4. Flexibility of interpretation of learned concepts.
5. Student's long retention of their learning.
6. Formation of technological ideas very easily.
7. Students development in English speaking skills.
8. Personalized learning.
9. Individualized learning.

High speed of operations with use of modern soft and hard ware technologies are achieved by students. Students have developed the zeal to coach their colleagues on use of some software technologies in mathematical, business mathematical computations or solvings. Analysis in research are carried out with digital software technologies. Some students in computer science departments usually make use of digital software technologies to develop sensors that stood as security guides to homes and offices. They help their departments to create group emails for their departments as well as their personal emails (Horn & Staker, 2015).

Regulatory bodies of education in Nigeria have expressed positive deep concerns about the importance of software ICT algorithms in 21st century educational system

(FRN, 2004). In teacher educational system, they have stood as instructional materials as well as companion to student-teachers in modern teaching skills acquisition (Dike, 2008). Importance of digital software technologies in educational classrooms cannot be over emphasized (Mohammed, 2003). Both lecturers and students have developed the zeal to use them. They have developed compatibility with their use in hybrid classroom (Kwache, 2012). Different problem based, enquiry based, case study scenarios and contextualized instructions and learning are made flexible to students with digital software technologies (Morrison & Lowther, 2011). Business Education Students learns together and exchange academic views with digitalized software tools in more comfortable manners (Hallberg, 2010).

Statement of the Problem

Despite the multitudes of benefits students have derived from use of digital software learning technologies. Some students are still novice to their use. Some students have developed phobia to use of ICT especially, when ICT facilities are made mandatory for submission of assignments and presentation of seminars. Also, some primary and secondary schools are not electrified while in some schools where ICT facilities are procured, frequent power outages have persistently caused poor use of ICT facilities especially in some Nigerian primary, secondary and tertiary educational institutions (Capper, 2003 & Nagel, 2013). In the same vein, poor internet broad bands have caused poor students engagements with use of digital

software learning technologies in some states and local government areas in Nigeria.

Piajet Constructivist Theory

Piajet propounded constructivist theory in 1960s. Jean Peajet had in the 60s, observed the teaching and learning panoramas between students and teachers and as well lecturers and students in the classroom. It was from the interactive classroom engagement that Jean Piajet discovered that effective learning is received by students when they are exposed to different instructional materials both hard and soft materials. Piajet adduced that effective use of instructional materials to deliver instructions to students, encourages student's retention of the learned concepts and add values to student's sensory motor schemes and develop skilful competences. The relationship of Piajet theory to this present study is that digital software learning technologies enciurages the use of objects or digital learning that equip students with permanent skills and retention of learned concepts.

Methods

This study investigated impact of digital software technologies on Business Education students' acquisition of creative skills in Nnamdi Azikiwe University Awka, Anambra state. This study adopted descriptive survey research design. One Research question and one hypothesis guided the study. Population of this study is 7000, which comprised 400 female students and 300 male students in Nnamdi Azikiwe University Awka, Anambra state. Stratified random sampling

techniques was used to select 80 male and 120 female staff of Nnamdi Azikiwe University Awka, Anambra state. Instrument for data collection was a researcher was a researcher developed questionnaire titled “Impact of digital software technologies on Business Education students’ acquisition of creative skills in Nnamdi Azikiwe University Awka, Anambra state.” With rating scale of strongly agree, agree disagree and strongly disagree. The instrument was validated by two specialists in Business Education Departments of Okija Campus Anambra state and Social Science Education, of Imo state University Owerri. Cronbach alpha statistics was used to ascertain the reliability coefficients of the study at 0.78 and 0.98, which showed that the instrument was reliable to be used in this study. A total of 200 questionnaires were administered to the respondents with the help of two research assistants, and a total of 200 questionnaires were returned non- got missed. Mean scores were used to analyze the data generated.

Results

What is the impact of digital software technologies used by Business Education Students in Nnamdi Azikiwe Universities Awka Anambra state?

Table 1: Shows the digital software technologies used by Business Education students in Nnamdi Azikiwe Universities Awka Anambra state?

S/No	Item Statement	Mean	Remark
1	Learning content creation	2.50	Agree
2	Social media entrepreneurship	2.74	Agree

3	Provide research tips to students	3.50	Agree
4	Provide solutions to write seminar papers	3.61	Agree
5	Enables data management	3.52	Agree
6	Encourages acquisition of skills in data programming	2.80	Agree
7	Encourages skills in CorelDRAW	—	—
8	Helps in standard editing of creative works	3.54	Agree
9	Encourages development of skills in discussion class	3.40	Agree
10	Students acquire skills in virtual learning classrooms	2.60	Agree

Results

In table 1: The analysis in item no 2 to 10, have mean scores above the decision rule of 2.5. However, item No 1, has mean that match with the decision rule. This does not override the means of items No 2 to 10. These revealed that digital software technologies encourages students’ acquisition of varied digital skills.

Conclusion

Digital software learning technologies have been the yardstick for effective instructional delivery and students learning. Students, who make effective use of them, have developed deep learning and critical thinking skills. Today, software learning technologies have aided the development of geniuses in different field of manpower capacities. Students have ensured consistent use of them and today, they have become data programmers, data managers, system analysts, designers. Some students are today, authors of

textbooks, email developers and digital learning programmers.

Recommendations

1. Government should endeavour to provide ICT facilities from primary to tertiary education system. This would create active learning engagements to students.
2. Government should provide steady electricity to public universities. This would encourage effective use of ICT facilities among students in Nigeria.

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