# UTILIZATION OF ELECTRONIC TEACHING RESOURCES IN BUSINESS EDUCATION PROGRAMME IN UNIVERSITIES IN A PERIOD OF SOCIO-POLITICAL AND ECONOMIC UNCERTAINTY

## BY

**[1]NWOSU CHRISTIAN DO-GOOD**

*Christiannwosu05@gmail.com*

*08033906588*

**DEPARTMENT OF OFFICE TECHNOLOGY AND MANAGEMENT**

**SCHOOL OF BUSINESS**

**FEDEREAL POLYTECHNIC NEKEDE**

**IMO STATE**

**[2]DR. ANGELA CHEKWUBE EKOH-NWEKE**

*ekohangela@yahoo.com*

*08064648087*

**DEPARTMENT OF AGRICULTURAL AND VOCATIONAL EDUCATION**

**(BUSINESS EDUCATION PROGRAMME)**

**COLLEGE OF EDUCATION**

**MICHAEL OKPARA UNIVERSITY OF AGRICULTURE, UMUDIKE**

**ABIA STATE, NIGERIA**

**[3]IKPEAMA, FREDNORA UCHENNA**

Fu.ikpeama@unizik.edu.ng

*08060723986*

**DEPARTMENT OF TECHNOLOGY AND VOCATIONAL EDUCATION**

**FACULTY OF EDUCATION**

**NNAMDI AZIKIWE UNIVERSITY AWKA**

## ABSTRACT

*The purpose of this study was to determine the utilization of online and offline electronic teaching resources in Business Education programme by business educators in universities. This study investigated the utilization of electronic teaching resources in Business Education programme in universities in a period of socio-political and economic uncertainty in South East Nigeria. Two research questions and two null hypotheses guided the study. The study adopted descriptive survey research design. A total of 75 business educators which comprised 49 and 26 Business educators from federal and state universities respectively in South East states in Nigeria constituted the population for the study. There was no sampling since the population was manageable. The instrument for data collection was a 20-items researcher developed questionnaire titled: Utilization of E- Teaching Resources in Business Education Questionnaire (UETRIBEQ). The instrument had two clusters with 4-point response scales of 20 question items. The face validation of the instrument was carried out by three experts. The stability aspects of the reliability of the instrument were determined using Pearson product moment correlation coefficient statistic which yielded 0.82 and 0.79 respectively. Mean was used to answer the two research questions raised for the study and standard deviations was used to determine the closeness or homogeneity of the responses while t- test statistic was used to test the two null hypotheses formulated for the study at 0.05 level of significant. The results showed among others that E-teaching resources were utilized to a low extent in teaching Business education in universities. Based on the results, the study recommended among others that business educators should improve their information and communication technology skills in the use of E-teaching resources in teaching Business Education to enable them function effectively in their profession and as well impart meaningful knowledge to their students.*

*Keywords:   Information and  communication technology, E-teaching resources, Online,Offline, Business Education*

**Introduction**

Socio-political is  used to describe the differences between groups of people relating to their political beliefs, social class and socio-political pressures. It includes political factors, living environment, social factors, socio-political pressures. It includes political factors, living environment, social factors, institutional factors and mass media. There are various socio-political issues in our country Nigeria, they ranged from; homelessness, to discrimination, to immigration and the refugee crisis, to medical health care, to access to education, to ecology, human rights and beyond. Socio-political systems and problems involve a combination of social and political factors (Cobuild, 2023). Economic uncertainty refers to a situation in which the future economic environment is difficult to predict, and there is a high degree of risk or unknowns involved. In the same vein, Economic policy uncertainty is defined as the inability of economic agents to predict a change in existing economic policies and the inability to predict future economic policies of the government (Sahinoz & Erdogan, 2018).  This can be caused by a variety of factors, including political instability, changes in government policies, natural disasters, and market fluctuations.

No wonder, Tomola and Oladapo (2016) asserted that Nigerian economy had not realized its full potentials due to the socio-political challenges facing the country. They stressed that the Nigerian economy had been significantly affected by the socio-political challenges of corruption, poverty, unemployment, lack of education facilities, resource mismanagement and insecurity.

Information and communications technology (ICT) is an extensional term for information technology (IT) that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals) and computers, as well as necessary enterprise software, middleware, storage and audiovisual, that enable users to access, store, transmit, understand and manipulate information (Nwosu, 2023). ICT is also used to refer to the convergence of audiovisuals and telephone networks with computer networks through a single cabling or link system. There are large economic incentives to merge the telephone networks with the computer network system using a single unified system of cabling, signal distribution, and management. ICT is an umbrella term that includes any communication device, encompassing radio, television, cell phones, computer and network hardware, satellite systems and so on, as well as the various services and appliances with them such as video conferencing and distance learning (Oyagiri & Ekoh, 2013). ICT also includes analog technology, such as paper communication, and any mode that transmits communication. ICT is a broad subject and the concepts are evolving. It covers any product that will store, retrieve, manipulate, transmit, or receive information electronically in a digital form (personal computers including smartphones, digital television, email, or robots) (Ekoh-Nweke, 2018). Skills Framework for the Information Age is one of many models for describing and managing competencies for ICT professionals for the 21st century (Ekoh-Nweke & Ezeabii, 2020). According to Shettima, in Oyagiri and Ekoh (2013), there is an urgent need for institutions of learning to embrace technology to avoid being eliminated from the global village of internet and intranet. It is therefore important to take full advantage of the full range of resources which the modern technology has provided in the academic trainings of our students in our universities and other tertiary institutions, especially in the area of Business Education and as it concerns e-teaching resources.

E-teaching is a teaching activity that are based on formalized teaching but with the help of electronic or digital resources. This type of teaching can be based in or out of the classrooms and the use of computers and the Internet forms the major component. E-teaching can also be termed as a network enabled transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times. it is provided through electronic devices such as computers, tablets and even cellular phones that are connected to the internet (Economic Times, 2024). E-teaching, according to Omonike (2013), is an electronic mode of knowledge sharing and transmission which may not necessarily involve physical contact between teacher and pupils. The e-teaching is incorporated into information and communication technology (ICT) with its resources to enhance teaching activities. It includes among others; electronic-teaching resources.

Electronic teaching resources are simply those digital resources employed in teaching activities with or without internet accessibility. E-resources could be online or offline and should be readily accessible to all teacher educators and teacher trainees (Nachimuthu in Nwosu, 2023). Similarly, Gethsiyal (2019) asserted that electronic teaching resources is any kind of information that can be obtained electronically and any resources that can be access through the internet which includes electronic journals, databases, electronic books, websites, subject gateways among others. E-

teaching resources offer online presence to educators who propose to give lectures to their students wherever they may be. Onasanya in Nwosu (2023) asserted that as the world enters the third millennium, there is a great challenge to update the process of teaching and learning and to take giant strides toward keeping abreast of technological developments and toward application of electronic teaching in the Nigerian educational system. It is not out of normal these days to find lecturers asking students to log in to a specific platform at a particular time of the day to receive lectures. Ezeabii, Ekoh-Nweke and Okwor (2020) lamented that most schools lack some of the e-teaching devices and the problems facing the use of e-teaching network in teaching include poor power supply, financial problems, low computer literacy level, low quality and expensive nature of VSAT connections. This is lofty technological incentive that should be embraced by all business educators. This electronic teaching resources could be online or offline resources used in teaching activities; Business Education courses inclusive.

Online electronic teaching resources simply means any resource available on the Internet in an online educational environment that are utilized by educators in carrying out teaching activities. It might be audio or video lessons, interactive exercises or exams, or documents providing links to other Web sites. Chopra (2022) asserted that online educational resources are useful and effective in helping teachers save time and energy planning their lessons and creating engaging classroom sessions. Chopra (2022) further outlined various online resources utilized by teachers as follows; prep AI, Quizizz, Quill, Edu creations, Discovery Education, Scholastic, Education world, Better Lesson, Read write think, Ed puzzle among others. Chopra (2022) emphasized that teachers who are trained and comfortable using technology in education will create a holistic learning environment for students from all sections of society. Similarly, Awodiyi and Ogbudinkpa (2016) asserted that online e-teaching resources involves the use of internet, intranet, extranet, video conferencing, email, and chat to exchange information between the teacher and the learners. This buttressed the need for business educators to be trained in the use of these online electronic resources to be updated digitally and impart adequate and meaningful knowledge and skills as well to their students. Teachers that utilize online e-teaching resources has a range of ways to share course content with their students, depending on whether they want, or need, to meet in real-time or not. These resources include; Zoom, Panopto, Kaltura, PowerPoint voiceover, canvas Files and zoom whiteboard. As always, ensuring the accessibility of your course content is a key part of successfully delivering that content to students (Center for Teaching Innovation, 2024). Similarly, Summit Report (2016) opined that today's students need educators who have the knowledge and skill to facilitate their participation in a collaborative web-based learning culture. This implies that business educators are expected to align with this function if they are to remain relevant in their profession.

Offline electronic teaching resources are simply those e-resources that teachers employ in teaching activities without internet connectivity or even struggling with network failures and epileptic power supply. According to Manochehr in Awodiyi and Ogbudinkpa (2016) offline e-teaching resources involves the use of television, overhead projector, PowerPoint, CD Rom, Video tapes, charts, diagrams and physical models to exchange information between the teacher and the learners. Similarly, Richard (2014) stated that offline resources are CD-ROM based e-resources, offline e-book, offline e-dictionaries, MS office applications, training software, e-prompter, resources from mobile devices and secondary storage devices. He further stated that the materials found in offline information contents (databases)

include journals articles, e-books, images, tutorials in forms of videos/audio formats and reference sources. Based on the description of offline e-teaching resources, it implies that it is very easy to search and retrieve information from offline information content in a fraction of seconds as no network connectivity is required and no issue of network failure. No wonder, Hassan, Farouk, Dawakin and Umar (2018) emphasized that access and use of relevant offline resources would no doubt take a nation or any information rich and conscious society to a promised land which are characterized by producing high number of intellectuals, responsible individuals, independent, crime free society, stable economic growth and above all, creating enabling environment for investors, job creators which are the bedrock for sustainable national development and transformation. Sethi and Panda in Hassan, Farouk, Dawakin and Umar (2018) maintained that an electronic resource (offline) has become a sign of the modern age and is invaluable tool for teaching, learning and research. They mentioned eGranary and TEEAL as well-known, reputable and recognized databases worldwide that can be used by teachers without internet access or even telephone lines especially in institutions lacking internet access. This implies that if our institutions of higher learning are adequately equipped with these offline resources, the teachers will have no reason for inappropriate and inadequate impartation of meaningful knowledge and skills to their students. These offline resources are meant for every teacher and programmes, Business Education and Educators are not left out if they will remain relevant in their profession.

Business Education is an aspect of Vocational and Technical Education. It is a specialized programme of instruction designed to provide individuals with knowledge, skill, and attitude for occupational work and advancement. According to Gana in Ekoh-Nweke and Ezeabii (2020), Business Education is a wide field of discipline, which prepares individuals with relevant and saleable skills for effective self and societal development. Aliyu in Ekoh (2016) also considered Business Education as the educations for the development of skills and competencies, attitudes and attributes which are necessary for the efficiency of the economic system. Based on the aforementioned, Business Education programme is an important programme of study to the students and the society at large considering it benefits and saleable skills imbedded in the programme. This is the more reason for choosing this topic because we are in technology world where everything about us evolves around it and nothing works without us aligning with the appropriate technology to meet our needs. Hence, the need for the utilization of electronic teaching in teaching Business Education programme to equip our students with electronic skills to fit into the digital society. Supporting the above statement, Emeasoba and Nweke in Nwosu (2023) reiterated that teachers are important stake holders involved in ensuring effective integration of technological competences in educational system. They are the key to whether technology is used appropriately and effectively or not.

**Statement of the Problem**

Information and communication technology has reshaped the world's economic landscape and workforce dynamics especially in the aspect of education as it concerns electronic teaching resources. Electronic teaching has created new opportunities for academics and students alike, supporting globalization by enabling collaboration and interactions to occur across borders seamlessly. Teaching and learning are improving by leveraging technology especially as it regards to e-teaching resources and specifically online and offline resources to improve academic and

research activities. The combination of e-teaching resources aspect of information and communication technology has had a lasting impact on society and has made teaching and learning activities less cumbersome. This has made the business of education in the advanced world highly hinged on digital technology to the extent that teachers who are not digitally literate may not have a place in the electronically driven classroom for instructional delivery in different areas of specialization including Business Education (Shiekuma, Apagu & Segun 2020). Despite, the benefits of e-teaching resources in education and the warnings on teachers as regards to its usage, business educators seem not to understand the need for utilization of these teaching resources especially the online and offline resources in their instructional delivery thereby imparting inadequate digital knowledge and skills to Business Education students. This could be the reasons the students of this programme are not adequately and appropriately prepared and equipped with electronical skills to function and compete with their counterparts digitally. Hence, this study to determine the extent business educators utilize e-teaching resources especially online and offline e-teaching resources for Business Education programme in universities in a period of socio-political and economic uncertainty in South East Nigeria.

**Purpose of the Study**

The purpose of this study was to determine the extent of utilization of electronic teaching resources in Business Education programme in universities in a period of socio-political and economic uncertainty in South East. Specifically, the study sought to determine the;

17. extent of utilization of online e-teaching resources in Business Education programme in universities in a period of socio-political and economic uncertainty.
18. extent of utilization of offline e-teaching resources in Business Education programme in universities in a period of socio-political and economic uncertainty.
19.

**Research Questions**

The following research questions guided the study.

16. What is the extent of utilization of online e-teaching resources in Business Education programme in universities in a period of socio-political and economic uncertainty in South East Nigeria?
17. What is the extent of utilization of offline e- teaching resources in Business Education programme in universities in a period of socio-political and economic uncertainty in South East Nigeria?

**Hypotheses**

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

$HO_1$. There is no significant difference in the mean ratings of business educators in Federal and State universities on the extent of utilization of online e-teaching resources in Business Education programme in universities in a period of socio-political and economic uncertainty.

$HO_2$. A significant difference does not exist in the mean ratings of business educators in Federal and State universities on the extent of utilization of offline e-

teaching resources in Business Education programme in universities in a period of socio-political and economic uncertainty.

**Method**

The study adopted a descriptive survey research design since it was meant to collect and analyze data from a few people or entire group which involves exploring their opinions by the use of questionnaire. The study was carried out in universities offering Business Education in South East. The population for the study consists of 75 Business Educators in both federal and state universities in South East offering Business Education. The researchers sampled the entire population and therefore the entire population were studied. The instrument for data collection of this study was a structured questionnaire developed by the researchers titled: Utilization of electronic teaching resources in Business Education questionnaire (UETRIBEQ). The Instrument consists of 20 items structured questions arranged in two clusters which hinged on the two research questions; online and offline e-teaching resources utilization. The face validation of the instrument was carried out by three experts. The stability aspects of the reliability of the instrument were determined using Pearson product moment correlation coefficient statistic which yielded 0.82 and 0.79 respectively All the clusters were based on a four-point scale of Very high extent (VHE), High extent (HE), Low extent (LE) and very low extent (VLE) which the respondents were expected to select their options on the items statement. The data collected was analyzed using the mean for answering the research questions and standard deviations used to determine the homogeneity of the responses, while the t-test was used to test the null hypothesis at 0.05 level of significance. The null hypothesis was accepted for the items whose t-calculated value was less than the t-table value at 0.05 level of significance while the hypothesis was rejected for any item whose t-calculated value was greater than the t-table value at 0.05 level of significance.

**Results**

**Research Question 1**

What is the extent of utilization of online electronic-teaching resources in Business Education programme in universities in a period of socio-political and economic uncertainty in South east Nigeria*?*

**Tab**le 1:   **Mean analysis of responses of business educators in universities on the extent of**
        **utilization of online e-teaching resources in Business Education programme in**
        **universities in a period of socio-political and economic uncertainty**

| S/N | Online E-teaching resources | X | SD | Remark |
|-----|------------------------------|------|------|-------------|
| 1. | Telnet | 1.67 | 0.48 | Low Extent |
| 2. | Internet /Intranet resources | 2.54 | 0.64 | High Extent |
| 3. | Multimedia Delivery System | 2.37 | 0.51 | Low Extent |
| 4. | Web-Based Resources | 2.55 | 0.63 | High Extent |
| 5. | Quizizz | 2.09 | 0.53 | Low Extent |
| 6. | Zoom | 2.57 | 0.66 | High Extent |
| 7. | Wireless Application protocol | 1.97 | 0.44 | Low Extent |
| 8. | E-whiteboard | 2.19 | 0.53 | Low Extent |
| 9. | Ed puzzle | 1.78 | 0.48 | Low Extent |
|  | **Cluster Mean** | **2.19** | **0.54** | **Low Extent** |

*VHE= Very High Extent, HE= High Extent, LE=Low Extent, VLE=Very Low Extent.*

The results in Table 1 showed that the mean ratings of business educators in the federal and state universities on the extent of utilization of online e-teaching resources for teaching in universities in south east Nigeria. The results revealed that the mean ratings of business educators in universities in all the items except items 1,3,5,7,8 and 9 ranged between 1.67 and 2.37 which fall within the real limit of numbers range of 1.50-2.49 which indicated low extent mean responses. Items 2,4 and 6 recorded mean responses business educators in universities ranging from 2.54- 2.60 which fall within the real limit of numbers range of 2.50-3.49 indicating high extent responses. Finally, the cluster mean responses of 2.19 of business educators in universities which equally fall within the real limit of numbers range of 1.50-2.49 indicated that the respondents agreed that the extent of utilization of online e-teaching resources in Business Education in universities in South east Nigeria was to a low extent. The cluster standard deviation of 0.54 and business educators in universities showed that their responses were not far from the mean and from each other.

**Hypothesis 1**

There is no significant difference between the mean ratings of business educators in federal and state universities on the extent of utilization of online electronic teaching resources in Business Education programme in universities in a period of socio-political and economic uncertainty.

**Table 2:**   **t-test analysis of mean ratings of business educators in federal and state universities on the extent of utilization of online e-teaching resources in   Business Education programme in universities in a period of socio-political and economic uncertainty**

| Universities | N | X | Sd | Df | t-cal. | t-crit. | Remark |
|--------------|------|------|------|------|---------|---------|--------|
| **Federal** | 47 | 2.17 | 0.53 |  |  |  |  |
|  |  |  |  | 70 | -0.267 | 1.96 | NS |
| **State** | 25 | 2.21 | 0.64 |  |  |  |  |

Results in Table 2 showed a t-calculated value of -0.267 and the t-critical value of 1.96 at degree of (df) of 70. Since the t-calculated value of -0.267 is less than t-critical value of 1.96, the hypothesis of no significant difference was not rejected. Therefore, there is no significant difference between the mean responses of business

educators in federal and state universities on the extent of utilization of online e-teaching resources in Business Education programme in universities.

**Research Question 2**

What is the extent of utilization of offline e-teaching resources in Business Education programme in universities in a period of socio-political and economic uncertainty in south east Nigeria?

**Table 3:** **Mean analysis responses of business educators in universities on the extent of**
   **utilization of offline e-teaching resources in Business Education programme in**
   **universities in a period of socio-political and economic uncertainty**

| S/N | Offline E-teaching resources | $\overline{X}$ | SD | Remark |
|---|---|---|---|---|
| 10. | Electronic books, Journal articles | 2.68 | 0.70 | High Extent |
| 11. | Physical models, Charts, Diagrams | 2.69 | 0.72 | High Extent |
| 12. | Overhead Projector, PowerPoint | 2.62 | 0.75 | High Extent |
| 13. | CD-ROM, Video tapes, Images | 3.04 | 0.67 | High Extent |
| 14. | Offline e-dictionaries | 2.02 | 0.66 | Low Extent |
| 15. | MS Office applications | 2.66 | 0.64 | High Extent |
| 16. | Reference sources | 2.13 | 0.53 | Low Extent |
| 17. | E-prompter | 1.70 | 0.42 | Low Extent |
| 18. | eGranary, TEEAL | 1.60 | 0.66 | Low Extent |
| 19. | Training software | 1.57 | 0.83 | Low Extent |
| 20. | Tutorials in form of Videos/Audio | 1.67 | 0.45 | Low Extent |
| | **Cluster Mean** | **2.22** | **0.64** | **Low Extent** |

*VHE= Very High Extent, HE= High Extent, LE=Low Extent, VLE=Very Low Extent.*

The results in Table 3 showed the mean ratings of business educators in universities on the extent of utilization of offline e-teaching resources in Business Education programme in universities in South East Nigeria. The results revealed that the mean ratings of business educators in universities in items 10, 11, 12, 13 and 15, ranged between 2.62-3.04 and fall within the real limit of numbers range of 2.50-3.49 indicating high extent responses. Also, items 14, 16, 17,18,19 and 20 recorded mean responses for business educators in the universities ranging from 1.57-2.02 which fall within the real limit of numbers range of 1.50-2.49 which indicated low extent mean responses. Finally, the cluster mean responses of 2.22 for business educators in universities which equally fall within the real limit of numbers range of 1.50-2.49 indicating that the respondents agreed that the extent of utilization of offline e-teaching resources in Business Education programme in universities in south East Nigeria was to a low extent. The cluster standard deviation of 0.64 for business educators in universities showed that their responses were not far from the mean and from each other.

**Hypothesis 2**

There is no significant difference between the mean ratings of business educators in federal and state universities on the extent of utilization of offline e-teaching resources in Business Education programme in universities in a period of socio-political and economic uncertainty.

**Table 4:  t-test analysis of mean ratings of business educators in federal and state universities on the extent of utilization of offline e-teaching resources in Business Education programme in universities in a period of socio-political and economic uncertainty**

| Universities | N | X | Sd | Df | t-cal. | t-crit. | Remark |
|---|---|---|---|---|---|---|---|
| Federal | 47 | 2.22 | 0.64 | | | | |
| | | | | 70 | -0.500 | 1.96 | NS |
| State | 25 | 2.30 | 0.65 | | | | |

The results in Table 4 revealed a t-calculated value of -0.500 and the t-critical value of 1.96 at degree of (df) of 70. Since the t-calculated value of -0.500 is less than t-critical value of 1.96, the hypothesis of no significant difference was not rejected. Therefore, there is no significant difference between the mean responses of business educators in federal and state universities on the extent of utilization of offline e-teaching resources in Business Education programme in universities.

**Discussion of Findings**

The results in Table 1 revealed that the extent of utilization of online e-teaching resources in Business Education in universities in South East Nigeria was to a low extent. In other words, business educators do not use online electronic teaching resources adequately in Business Education programme. The result specifically indicated that nine online e-teaching are used by business educators to a low extent in teaching while internet facilities, Zoom and web-based resources are used to a high extent. Furthermore, the results went on to show that there was no significant difference between the mean responses of Business educators in Federal and State universities on the extent of utilization of online e-teaching resources in Business Education in universities. The results agreed with Awodiyi and Ogbudinkpa (2016) who asserted that online e-teaching resources involves the use of internet, intranet, extranet, video conferencing, email, and chat to exchange information between the teacher and the learners. Also supporting the result, Summit Report (2016) who opined that today's students need educators who have the knowledge and skill to facilitate their participation in a collaborative web-based learning culture. In addition, Ezeabii et al (2020) who lamented that the poor use of the e-teaching was due to some challenges which include among others poor power supply, low computer literacy level and the expensive nature of VSAT. The results equally agreed with Onyia in Lawnet (2015) who stated that one of the challenges students face in learning effectively with online resources is teachers' inability to use electronic teaching resources as it concerns online resources in teaching. It is not so surprising that most business educators do not have adequate competence to utilizing online e-teaching resources to teach since most of them have no opportunity to undergo in-service training from where they can acquire electronic teaching skills to enable them carryout their professional duties effectively with online e-teaching resources.

Finally, the results in Table 2 showed that the extent of utilization of offline e-teaching resources in Business Education in Universities in South east Nigeria was to a low extent. The results specifically revealed among others that eleven offline e-teaching resources are utilized by business educators to a low extent while e-books, journal articles, charts, overhead projector, CD-ROM, MS office applications among others are use at a high extent. It was also found from the study that there was no significant difference between the mean responses of Business educators in federal

and state universities on the extent of utilization of offline e-teaching resources in Business Education programme in universities. This implies that the respondents agreed that the use of offline e-teaching resources in teaching was to a low extent. The result agreed with Richard (2014) who stated that offline resources are CD-ROM based e-resources, offline e-book, offline e-dictionaries, MS office applications, training software, e-prompter, resources from mobile devices and secondary storage devices. He further stated that the materials found in offline information contents (databases) include journals articles, e-books, images, tutorials in forms of videos/audio formats and reference sources. In addition, Sethi and Panda in Hassan, Farouk, Dawakin and Umar (2018) who maintained that an electronic resource (offline) has become a sign of the modern age and is invaluable tool for teaching, learning and research. In disagreement with the result, the authors also emphasized that access and use of relevant offline resources would no doubt take a nation or any information rich and conscious society to a promised land which are characterized by producing high number of intellectuals, responsible individuals, independent, crime free society, stable economic growth and above all, creating enabling environment for investors, job creators which are the bedrock for sustainable national development and transformation especially in a period of political and economic uncertainty. This implies that Business Education programme may not adequately achieve its objectives if business educators are not e-teaching resources compliant in both online and offline resources.

**Conclusion**

This study investigated the utilization of electronic teaching resources aspect of Information and Communication Technology specifically on online and offline e-teaching resources in Business Education in Universities in a period of socio-political and economic uncertainty in South east Nigeria. Based on the findings, it was concluded that online and offline e-teaching resources in Business Education in universities in south east Nigeria were to a low extent utilized. In other words, business educators are not in any way utilizing these resources in teaching Business Education in our universities which has caused inadequate and inappropriate impartation of electronic resources knowledge and skills and at the same time depriving the students learning and conducting research with these resources especially in a period of socio-political and economic uncertainty.

**Recommendations**

The following recommendations were proffered based on the findings;

18. Business educators should improve their skills in the use of online electronic teaching resources in teaching Business Education courses to enable them impart positively and meaningful knowledge to their students in a period of socio-political and economic uncertainty.
19. Business educators should improve their skills in the use of offline electronic teaching resources in teaching Business Education courses to enable them impart positively and meaningful skills to their students in a period of socio-political and economic uncertainty.
20. University management should ensure that business educators utilize electronic teaching resources available in the instructional delivery of Business Education courses.

21. University management should train business educators on utilization of electronic teaching resources to enable them discharge their professional duties with both online and offline electronic teaching resources.

## References

Awodiyi, O.A. & Ogbudinkpa, I.C. (2016). Exploring offline and online educational resources for primary school instructions in Nigeria. https://www.researchgate.net. Center for teaching Innovation (2024). Introduction to online teaching tools. https://teaching.cornell.edu.

Chopra, Y. (2022). Online resources for teachers (Complied). www.datatobiz.com

COBUILD, C. (2023). Sociopolitical issues. Advanced Learners Dictionary. HarperCollins Publishers.

Ekoh, A. C. (2016). Traditional pedagogy in Business Education: A Challenge to business educators. Journal of Business Education, 3(2), 126-136.

Ekoh–Nweke, A. C. (2018). Strategies for improving teaching and learning of ICT in Colleges of education in Enugu State. Journal of African Education, 5(2), 1-12.

Ekoh-Nweke, A.C. & Ezeabii, I.C. (2020). Information and communication technology competencies required by business educators for teaching Business Education Students in Public universities in South East, Nigeria. Lafia Journal of Education (IJE) 1(1), 246-256.

Ezeabii, I.C., Ekoh-Nweke, A.C. & Okwor, N.G. (2020). Challenges to the utilization of new technologies in Business Education programme of public university in South East Nigeria.Nigeria Journal of Business Education 7(1), 388-400.

Gbadebo, A. E., Oladipupo, O. F., & Ilori, M. E., (2016). Extent of the usage of electronic library facilities in colleges of education in South-West Nigeria. Journal of Information and Management, 6 (7) 22-28.

Gethsiyal, A. (2019). E-resources for education. https://www.slidesshare.net

Hasan, U., Farouk, B.L., Dawakin Kudu, A.M. & Umar, A.M. (2018). Provision and utilization of offline information contents in Nigerian academic libraries for sustainable national development. *International Journal of Information Processing and Communication (IJIPC)* 6(1), 101-107.

Lawnet, J. E (2015). Examining the factors that influence ICT adoption in SMEs: a research preliminary finding. *International Journal of Technology Diffusion (IJTD)*, 6 (4), 40–57.

Nwosu, C.D. (2023). Utilization of ICT facilities in teaching Business Education in universities in south east Nigeria. Unpublished Master's Thesis Michael Okpara University of Agriculture Umudike, Abia State Nigeria.

Omonike, A. D. (2013). Use of Electronic by Distance students in Nigeria: Case study of enters. Library Philosophy and Practice. *e-journal University of Nebraska*, 500-540. http://digitalcommons.unl.edu/libphilprac/915,

Oyagiri, O. J. & Ekoh, A.C. (2013). Information and communication technology (ICT) skills required of office technology and management lecturers in Nigerian polytechnics. *Vocational Business Education,* 2(1), 43-51.

Richard, I. A (2014) Utility of e-resources Technology in Education. *Shan lax International Journal of Education 2 (3)* http://www.infodev.org/en/publicon.

Riley, J. (2014). Coping with uncertainty: The red-hot topic in Economics.

Sahinoz, S., & Erdogan C, E. (2018). Economic policy uncertainty and economic activity in Turkey. Applied Economics Letters, 25(21), 1517-1520.

Shiekuma, F.T., Apagu, L. & Segun, J.O. (2020). Information and communication technology skills application in teaching and research by lecturers in some selected universities in Nigeria. *Covenant Journal of Library & Information science* 3(1), 1-11.

The Economic Times (2024). What is e-learnin https://economictimes.indiatimes.com

Tomola, M.O. & Oladapo, F. (2016). The Nigerian economy in the face of socio-political challenges: A retrospective view and ways forward. *Journal of Finance & Banking Studies 5(3), 32-41   www.ssbfnet.com/ojs   Doi: 10.20525/ijfbs. v5i3.128*