KWASU
International Journal of Education

DIGITAL CONTENT CREATION TECHNOLOGY AND BUSINESS EDUCATORS' INSTRUCTION DELIVERY AND ACADEMIC RESEARCH IN TERTIARY INSTITUTIONS

[1]Prof. T.A. Umoru & [2]Akinsanya, Saheed Olatunde

[1]Department of Business and Entrepreneurship Education
Faculty of Education, Kwara State University, Malete

[2]Business Education Department
Federal College of Education, Abeokuta
akinsanyaolatunde1@gmail.com
07062399638

Abstract

This study investigated the influence of digital content creation technology on instruction delivery and academic research among business educators in tertiary institutions in South West, Nigeria. The study is guided by two research questions and employed an explanatory mixed-methods design (QUAN + qual). A structured questionnaire, titled "Questionnaire on Digital Content Creation Technology on Business Educators' Instruction Delivery and Academic Research in Tertiary Institutions (QDCCTBEIDAR)" was administered to all 248 business educators across 18 public tertiary institutions offering business education, using a census sampling technique. Additionally, semi-structured interviews were conducted with the heads of department in these institutions. The instruments underwent expert face and content validation, and the reliability of the questionnaire was confirmed with a Cronbach's alpha coefficient of 0.81. In line with the study's focus on exploring digital content creation technology in instruction delivery and academic research, the researcher adopted a digital data collection approach. Quantitative data were analyzed using mean, standard deviation while qualitative data were thematically analyzed to enrich the findings. Results indicated a high influence of digital content creation technology on both instruction delivery (M = 3.03, SD = 0.70) and academic research (M = 3.29, SD = 0.64). The study concluded that digital content creation tools significantly enhance the pedagogical practices of business educators. It recommended, among others, that tertiary institutions should organize regular, practical workshops on digital content creation to build educators'

capacity for developing engaging instructional materials, thereby improving teaching effectiveness and promoting student engagement.
Keywords: Academic Research, Business Educators, Digital Content Creation, Instruction Delivery, Technology

Introduction

In today's digital era, the integration of technology into education has become indispensable, particularly with the increasing demand for improved instructional delivery and academic research. The widespread adoption of Information and Communication Technology (ICT) has transformed how knowledge is accessed, created, and disseminated, enabling educators and researchers to explore diverse online resources such as journals, databases, and multimedia platforms. This transformation is especially evident in the education sector, where the quality of instruction and research output is often influenced by the availability and recency of digital resources consulted. As educators strive to fulfill their teaching and research responsibilities, digital content creation technologies have emerged as powerful tools for designing engaging and interactive learning materials. In business education, where practical and theoretical knowledge must be seamlessly integrated, the use of such technologies plays a pivotal role in fostering effective pedagogy.

The training of lecturers in different subject areas, as a discipline, involves various methods of approach and operations. Business Education centers on systematic study of the principles and skills permanent to all aspects of operations, resources and administration. Business educators are professionally trained teachers of business subjects who are competent in delivery of the contents of business education curriculum at different levels of education. Business educators are business education graduates who are pedagogically trained in the area to perform the task of equipping recipients at the secondary and post-secondary school levels with skills and knowledge to confidently pursue entrepreneurial career and lifelong learning tasks. A business educator, in the opinion of Agboola (2015) is an individual who has undergone professional training in a business-related course and has, in addition undergone training in pedagogy of that course. Ideally, a business educator is an individual who is pedagogically trained in accounting, entrepreneurship, marketing and office technology management. According to Shaibu, Ameh and Mbaegbu (2023), business educators' responsibility for teaching functions and role requires certain relevant skills that enable them perform effectively and efficiently in this present digital technology age. The functions of business educators in recent times have expanded and broadened such that Nwabufo and Mamman (2014) posited that for any meaningful skills and technical achievement to be taught in business education courses, adequate and modern instructional resources must be adopted. As new concepts of learning evolve, lecturers are expected to facilitate learning meaningfully to individual learners and make academic research activities more sophisticated and impactful through the adoption of digital content creation technology.

Digital content creation technology refers to online tools and platforms used to create, design, and develop information contents, such as multimedia, videos, images, and interactive simulations. It leverages on scientific principles to identify engaging topic ideas that resonate with the target audience, and utilizes innovative tools and techniques to craft compelling written and visual content that meets their learning needs. This technology has transformed the field of business education, enhancing the way instructors teach and conduct research. The concept of digital technologies for content creation according to Oyedemi and Adewale (2022) is revolutionized by Artificial Intelligence (AI), Learning Management Systems (LMS), Virtual Reality (VR), and Augmented Reality (AR). AI powered tools assist teachers in creating personalized learning experiences, automating content creation and providing real-time feedback. LMS platforms integrate AI-driven adaptive learning, enabling teachers to track students' progress and tailor instruction. VR and AR digital content technologies immerse students in interactive, simulated environments, enhancing engagement and understanding.

The integration of digital content creation technology in educational environments has revolutionized instructional delivery, particularly in tertiary institutions. Recent studies highlighted several key areas where these technologies have made significant impacts. Digital content creation tools such as video editing software,

interactive presentation platforms, and multimedia production tools have enhanced student engagement and interactivity. According to Zhang, Zhao and Liao (2020), these tools enable educators to create dynamic and visually appealing instructional materials that capture students' attention and facilitate a deeper understanding of the subject matter. By incorporating multimedia elements such as videos, animations, and interactive simulations, educators can present complex concepts in a more accessible and engaging manner, thereby improving students' learning outcomes.

Adeyemi (2017) submitted that the integration of digital content creation tools in educational settings can significantly enhance personalized learning, promote student-centered instruction and foster a more engaging and interactive learning environment thereby underscoring the transformative potential of digital technologies in revolutionizing traditional instructional practices. As noted by Johnson et al. (2022), these technologies allow educators to design and deliver content that caters for the diverse learning styles and needs of students. For instance, educators can create modular content that students can access at their own pace, enabling them to review and reinforce their understanding of specific topics. This flexibility is particularly beneficial in business education, where students often have varying levels of prior knowledge and expertise. Ololube (2016) also posited that the effective utilization of digital content creation tools by educators can lead to improved instructional delivery, enhanced student learning outcomes and increased educator productivity, emphasizing the need for educators to develop competencies in digital content creation to meet the demands of 21st-century learning environments.

Statement of the Problem

Digital content creation technology has become essential in modern education, offering educators innovative ways to design engaging instructional materials and access up-to-date research resources. For business educators in tertiary institutions, these tools are particularly relevant in improving instruction delivery and enhancing academic research output. However, there is growing concern that many business educators in tertiary institution in South West, Nigeria are not fully utilizing these technologies, possibly due to inadequate training, limited institutional support, or varying levels of digital literacy. This underutilization may compromise teaching quality and reduce the influence on academic research within business education programmes. Despite the recognized benefits of digital content creation technology tools, the extent of usage, as well as variations across gender and teaching experience, remains subject of concern. Consequently, institutions risk continuing professional development efforts that are misaligned with educators' real needs. More importantly, failure to bridge this gap could result in a persistent decline in instructional innovation and research productivity, ultimately hindering the achievement of quality education and sustainable national development goals.

Research Questions

The following research questions were raised to guide the study:

1. To what extent does digital content creation technology influence business educators' instruction delivery in tertiary institution in South West, Nigeria?
2. To what extent does digital content creation technology influence business educators' academic research in tertiary institution in South West, Nigeria?

Methodology

The study adopted an explanatory mixed research design approach; QUAN + qual mixed design (quantitative driven simultaneous design). The core components was the quantitative, while the supplemental component was qualitative. According to Merriam (2018), the integration of quantitative and qualitative techniques offer a more thorough analysis and comprehensive representation of the study problem. When a quantitative method cannot fully convey the focus on salient points that the study requires, a mixed method approach is the best option, and it is utilized to improve quantitative results. The study targeted a total of 250 business educators, out of which 248 eventually responded. A census sampling technique was employed,

allowing all business educators in each of the institution to take part in the study. This technique was adopted because the population was small and manageable. For the qualitative component of the research, a purposive sampling method was used to select the entire 19 heads of department of each institution out of which only 18 granted the interview. Data were collected using a researcher-designed structured questionnaire on a modified four-point Likert rating scale of Very High Extent (VHE-4 points) High Extent (HE- 3 points) Low Extent (LE-2 points) and Very Low Extent (VLE – 1 point). An interview guide which consisted of two items, each directly aligned with the two specific purposes of the study was also made available to the interviewees.

The instruments were validated and subjected to a reliability test using Cronbach alpha reliability test which yielded correlation coefficient of 0.81. In line with the study's focus on exploring digital technologies in instruction delivery and academic research, the researcher adopted a digital data collection approach. The questionnaire items were uploaded to a Google Form, and a link was generated and distributed electronically to the respondents. Similarly, interviews with the Heads of Department were conducted via Zoom, WhatsApp audio calls or videos depending on the choice of the interviewees. Ethical considerations such as voluntary participation, readiness and confidentiality were duly observed. The research questions were answered using mean and standard deviation while the qualitative data were transcribed, profiled and thematically analyzed to complement the quantitative findings.

Findings

Research Questions Analysis

Data to answer the research questions were analyzed and presented in Tables 1 to 2 as follows:

Research Question One

To what extent does digital content creation technology influence business educators' instruction delivery in tertiary institution in South West, Nigeria?

Table 1: Mean and standard deviation of responses on the extent digital content creation technology influence business educators' instruction delivery in tertiary institution in South West, Nigeria

S/N	Items	Mean	SD	Remarks
1	Students engagement and interactivity are enhanced through google slides	2.70	0.80	High Extent
2	Instructional materials are better created with the adoption of simulation	2.91	0.66	High Extent
3	Teaching materials are easily accessible through google classroom	2.99	0.65	High Extent
4	Personalised learning is facilitated through artificial intelligence platforms	3.32	0.72	Very High Extent
5	Instruction that caters for diverse learning styles and needs of the students are better facilitated and designed using artificial intelligence platforms	2.91	0.85	High Extent
6	Adoption of cloud-based learning management system enhanced re-use of digital resource	3.20	0.68	High Extent
7	Adoption of modelling tools equip business educators with the modern skills needed for the modern workforce	3.14	0.54	High Extent
8	Interactive and immersive teaching and learning experiences are promoted using video creation tools	3.18	0.63	High Extent
9	Student learning outcome is enhanced through Exam Soft platform	2.88	0.71	High Extent
10	Lesson planning and delivery are promoted using open-source learning management system	3.10	0.71	High Extent
	Grand Mean	**3.03**	**0.70**	**High Extent**

Analysis of data in Table 1 shows the mean and standard deviation of responses on the extent of the influence of digital content creation technology on business educators' instruction delivery in tertiary institutions. The results indicate that digital content creation technologies play significant role in enhancing business educators' instruction delivery. Respondents indicated that personalized learning is facilitated through artificial intelligence platforms (mean = 3.32), suggesting that AI significantly improves the ability to tailor instruction to individual student needs. The adoption of cloud-based learning management systems also received a high score (mean = 3.20), indicating that such systems contribute substantially to the reuse of digital resources, making teaching more efficient.

Furthermore, the use of modeling tools was reported to equip business educators with modern skills needed for the workforce (mean = 3.14), which is essential for ensuring that instruction remains relevant and aligned with industry needs. Interactive and immersive teaching experiences were also promoted using video creation tools (mean = 3.18), suggesting that these tools are effective in enhancing engagement and fostering a dynamic learning environment. The results further indicate that instructional materials are better created with the adoption of simulation tools (mean = 2.91) and that teaching materials are easily accessible through Google Classroom (mean = 2.99), both of which contribute to improved teaching practices. Similarly, the use of Exam Soft to enhance student learning outcomes was also seen as impactful (mean = 2.88), providing a platform that supports assessment and performance tracking. The study also shows that lesson planning and delivery are improved using open-source learning management systems (mean = 3.10), and AI platforms facilitate instruction catering to diverse learning styles and needs (mean = 2.91), both of which highlight the broad applicability of digital content creation technologies in enhancing the instructional process. All the 10 constructed items have standard deviations ranging from 0.54 to 0.85, showing that the respondents' responses are close to their respective mean scores. The table has a weighted average mean and standard deviation score of 3.03 and 0.70, respectively. This implies that digital content creation technology influences business educators' instruction delivery in tertiary institutions to a high extent (mean = 3.03, SD = 0.70).

Research Question Two

To what extent does digital content creation technology influence business educators' academic research in tertiary institution in South West, Nigeria?

Table 2: Mean and standard deviation of responses on the extent digital content creation technology influence business educators' academic research in tertiary institution in South West, Nigeria.

S/N	Items	Mean	SD	Remarks
11	Research outputs are accessible and feasible through the adoption of Google Docs	3.28	0.66	Very High Extent
12	Online journals expose researchers to global audience	3.65	0.53	Very High Extent
13	Findings of research are effectively communicated through academic publishing platforms such as ResearchGate	3.40	0.61	Very High Extent
14	Collaborative research practices are enhanced through zoom technology	3.06	0.62	High Extent
15	Interdisciplinary collaboration among researchers are facilitated with the adoption artificial intelligence tools	3.04	0.62	High Extent
16	Data collection and analysis are streamlined through adoption of google forms	3.21	0.78	High Extent
17	Accuracy and efficiency of research process is facilitated through the adoption of google forms	3.13	0.56	High Extent

18	Reliability of research instrument is ascertained through data analysis technique	3.40	0.64	Very High Extent
19	Artificial Intelligence applications increases the efficiency of conducting literature review	3.30	0.68	Very High Extent
20	Artificial intelligence enrich business education instruction delivery	3.44	0.68	Very High Extent
	Grand Mean	**3.29**	**0.64**	**Very High Extent**

Analysis of data in Table 2 shows the mean and standard deviation of responses on the extent of the influence of digital content creation technology on business educators' academic research in tertiary institutions. The results indicate that digital content creation technologies have a very high influence on academic research practices. Respondents indicated that online journals expose researchers to a global audience (mean = 3.65), suggesting that these platforms are highly effective in broadening the reach and visibility of research outputs. Similarly, research outputs are accessible and feasible through the adoption of Google Docs (mean = 3.28), enabling more collaborative and efficient research practices. The findings of research are also effectively communicated through academic publishing platforms such as ResearchGate (mean = 3.40), demonstrating a significant role in disseminating research findings to the global academic community. Additionally, collaborative research practices are enhanced through Zoom technology (mean = 3.06), which is essential for fostering communication and teamwork among researchers, especially in remote settings.

The results also indicated that interdisciplinary collaboration among researchers is facilitated through the adoption of artificial intelligence tools (mean = 3.04), showing that AI helps bridge gaps between different research fields, promoting cross-disciplinary innovation. Data collection and analysis are streamlined through the adoption of Google Forms (mean = 3.21), highlighting the efficiency and ease that these tools bring to research processes. The accuracy and efficiency of the research process are further improved through Google Forms (mean = 3.13), underscoring the tool's ability to simplify research management and data handling. The reliability of research instruments is also ascertained through data analysis techniques (mean = 3.40), emphasizing the role of proper analysis in ensuring trustworthy research outcomes. Artificial intelligence applications increase the efficiency of conducting literature reviews (mean = 3.30), helping researchers save time and improve the comprehensiveness of their reviews. Furthermore, AI enriches business education instruction delivery (mean = 3.44), indicating that AI's influence extends beyond research to instructional practices, benefiting both educators and students. All the 10 constructed items have standard deviations ranging from 0.53 to 0.78, showing that the respondents' responses are close to their respective mean scores. The table has a weighted average mean and standard deviation score of 3.29 and 0.64 respectively. This implies that digital content creation technology significantly influence academic research of business educators' in tertiary institutions to a very high extent (mean = 3.29, SD = 0.64).

Qualitative Analysis

Interview Question 1: In what ways does digital content creation technology influence instruction delivery by business educators in tertiary institution in South West, Nigeria?

Responses:

The interview was conducted on 18 Heads of department of higher institutions offering business education programme in South West Nigeria and their responses revealed that; digital content creation technology significantly enhances instruction delivery in business education within tertiary institutions in South West Nigeria. Amongst the 18 HODs, 83% (15 HODs) responded that digital content creation enhances student engagement, resulting in more interactive and dynamic learning environments. Additionally, 61% (11 HODs) emphasized that it supports flexible learning and blended teaching, which facilitates more personalized learning experiences. 39% (7 HODs) pointed out that AI tools specifically contribute to the enhancement of instructional

delivery, while 50% (9 HODs) mentioned that they help in generating lesson material and improving assessment methods. The outcome of the interview emphasized the findings that digital content creation technology supports flexible learning environments and enables blended teaching models, allowing instructors to deliver content through a combination of in-person and online formats. The outcome of the interview further reinforced the findings that, digital tools facilitate the creation of teaching materials and improve overall instructional efficiency, allowing business educators to update and distribute content more easily. Similarly, the outcome of the interview stressed that digital content creation technology enables personalized learning, catering to diverse student needs and providing more tailored learning experiences. This was how some of the HODs responded:

HOD 1: *"Digital content creation technology enhances business education by making lessons more engaging, supporting flexible learning, enabling blended teaching, and improving assessment and feedback."*
HOD 5: *"It creates personalized learning experiences and builds confidence in content development."*
HOD 10: *"It makes it easier to create and distribute updated course content."*
HOD 11: *"It increases efficiency and improves digital competence of educators."*
HOD 13: *"It brings learning closer to learners and makes it more interesting and engaging."*

Interview Question 2: How does digital content creation technology influence academic research by business educators in tertiary institution in South West, Nigeria?

Responses:

The interview conducted on 18 Heads of department of higher institutions offering business education programme in South West Nigeria and their responses revealed that; digital content creation technology plays crucial role in improving academic research for business educators. 72% (13 HODs) highlighted that it facilitates data collection and research organization, with 61% (11 HODs) reporting enhanced collaboration among researchers. Furthermore, 50% (9 HODs) emphasized the ease of accessing relevant literature reviews, while 39% (7 HODs) noted the time-saving aspect of utilizing these technologies. A small percentage of HODs (22%, 4 HODs) specifically mentioned that digital content creation helps in promoting originality and impactful research output.

The outcome of the interview buttressed the findings that digital content creation technology simplifies data collection and organization, making it easier for business educators to gather and manage research materials. It fosters collaboration and knowledge sharing, enabling business educators to work together efficiently, share ideas, and improve the overall quality of research. The outcome of the findings further reinforced that, the use of digital tools helps to save time and reduce costs in research processes thereby enhancing productivity and making research efforts more efficient. This was how some of the HODs responded:

HOD 1: *"Digital content creation technology aids business educators' research by simplifying data collection, enhancing collaboration, and improving the presentation and dissemination of findings."*
HOD 5: *"Using artificial intelligence tools, enhances instructional delivery."*
HOD 4: *"It provides access to relevant literature reviews and enhances data collection methods."*
HOD 6: *"It promotes cohesion in writing, sharpens formatting, and enhances grammar in research papers."*
HOD 7: *"By providing relevant and up-to-date literature review materials."*
HOD 13: *"It helps researchers acquire more knowledge and broaden their perspectives."*
HOD 10: *"It gives access to a wide range of research materials."*
HOD 14: *"It facilitates searching for research materials, data analysis, and provides an avenue for global access to research."*

Discussion of Findings

The findings from the first research question reveals that digital content creation technology significantly influence business educators' instruction delivery in tertiary institutions. Digital content creation technology such as video editing software, interactive presentation platforms and multimedia production tools enhance students' engagement and interactivity. This aligns with the findings of Eze and Adu (2019), who noted that business educators who adopt digital content creation technology tools produce high-quality instructional materials for teaching, promote collaborative learning and enhance students' engagement. The findings are also supported by Adeyemi (2017), who found that digital content tools significantly enhance students engagement, motivation and self-directed learning thereby affording teachers the opportunity of improved student-centered learning and assessment practices. Similarly, Ololube (2016), disclosed that integration of digital content creation technology tools such as interactive multimedia, e-books and video lectures create dynamic and interactive content that caters for diverse learning styles. This was also buttressed with findings from the qualitative data through the interview conducted on 18 heads of department, where it was revealed that digital content creation technology enhances student engagement, resulting in more interactive and dynamic learning environments. Digital content creation also support flexible learning environments and enables blended teaching models, allowing instructors to deliver content through a combination of in-person and online formats. Similarly, it reveals digital tools facilitate the creation of teaching materials and improve overall instructional efficiency, allowing educators to update and distribute content more easily and facilitate the creation of teaching materials and improve overall instructional efficiency, allowing educators to update and distribute content more easily.

The findings from the second research questions indicate that digital content creation technologies have a very high influence on academic research practices. Business educators are more likely to perform better in their academic research activities because the adoption of digital content creation technology broadens their reach and visibility of research outputs. This aligns with the findings of Smith (2023), who noted that digital content creation technology enhances easy accessibility and visibility of research outputs where by researchers can leverage digital platforms such as online journals, institutional repositories and digital libraries to publish and disseminate their work to a global audience. This study also agrees with the submission of Brown and White (2021) that digital content creation technology supports collaborative research practices and interdisciplinary collaboration among researchers. This will promote knowledge exchange among, stimulates innovative thinking and enhances the quality and impact of research outcome among business educators across the globe. In line with the findings of this study, Chukwuemeka (2020) disclosed that digital content creation technology tools increase the efficiency and accuracy of research, as they enable the integration of various data sources and advanced analytical techniques thereby enhancing the validity and reliability of research outcomes.

The findings from the qualitative data through the interview conducted on 18 heads of department also noted the significant of digital content creation technology on business educators' academic research in tertiary institutions. It was revealed that digital content creation technology plays crucial role in improving academic research of business educators. Digital content creation technology facilitates data collection and research organization; and ensure ease of accessing relevant literature reviews. The study also reveals that, a small percentage of the respondents specifically mentioned that digital content creation technology helps in promoting originality and impactful research output. However, this qualitative evidence complements the quantitative results and aligns with the argument by Enang (2024), who stated that digital literacy among educators enhances both the quality and speed of academic output. These insights affirm that digital content creation tools are not only influencing research methodology but also enhancing the overall scholarly experience for business educators.

Conclusion

In line with the study's findings, it was ascertained that digital content creation technology exert a substantial and pervasive influence on both instruction delivery and academic research among business educators in Nigerian tertiary institutions. Content creation tools were shown to enrich lesson design and foster greater engagement. The study therefore concluded that digital content creation technology have become integral to the pedagogical and scholarly practices of business educators, enabling more dynamic instruction and enhanced research productivity for the achievement of quality education and sustainable national development goals.

Recommendations

The following recommendations were made in line with the findings of the study:

1. Management of tertiary institutions should organize regular, hands-on workshops on digital content creation technology focused specifically on developing engaging lesson materials. These sessions should be integrated into staff development schedules so that business educators can continuously refresh their skills and apply new design techniques to enhance student engagement in the course of instruction delivery
2. Departments of business education across tertiary institutions in Nigeria should facilitate peer-collaboration groups where business educators share best practices and co-create research visuals using content creation platforms. This will enable researchers to produce world class publications and influence their scholarly outputs.

References

Adeyemi, S. A. (2017). Enhancing personalized learning through digital content creation tools: A study of Nigerian students. *Nigerian Journal of Educational Technology, 10*(1), 1–15.

Agboola, J. O. (2015). Critical challenges confronting business programme in Nigeria. *Nigerian Journal of Business Education, 2*(3), 1–13.

Brown, R., & White, S. (2021). Online collaborative tools and student engagement in social studies projects. *Social Studies Research, 28*(2), 89–104.

Chukwuemeka, E. E., & Nwafor, C. E. (2020). Enhancing instructional evaluation with digital technologies in Nigerian tertiary institutions. *Journal of Educational Evaluation, 23*(2), 95–110.

Enang, C. E. (2024). Harnessing technology and digitalization to transform teaching and learning of business education programme in tertiary institutions in Nigeria. *Nigerian Journal of Business Education*, 11(1), 239-245

Eze, S. O., & Adu, E. K. (2019). Digital content creation tools and business education: Enhancing instructional materials and student learning. *International Journal of Business and Management Studies, 12*(2), 47–54.

Johnson, L., Adams, S., & Cummins, M. (2022). *NMC Horizon Report: 2022 Higher Education Edition*. The New Media Consortium.

Merriam, A. A. (2018). Procedures in educational research. Hanijam Publication.

Nwabufo, B. N., & Mamman, J. S. (2014). Barriers to integration of Web 2.0 technologies in teaching/learning of business education courses in Nigerian universities. *Nigerian Journal of Business Education, 2*(1), 28–38.

Ololube, N. P. (2016). Digital content creation tools and instructional delivery: Implications for educators. *Journal of Educational Technology Development and Exchange, 9*(1), 1–20.

Oyedemi, T. V., & Adewale, O. S. (2022). Digital technology integration in teaching and learning: A study of Nigerian universities. *Journal of Education and Human Development, 11*(1), 1–12.

Shaibu, O. G., Ameh, Okpe, & Mbaegbu, R. E. V. (2023). Relevant training skills needed by business education lecturers for effective teaching of business education courses in higher institutions in Imo

State. *ABEN Conference Proceedings, 9*(1), 94–101.

Smith, A. A. (2023). Digital technologies in business education: Extent and factors of adoption. *Journal of Business Education Research, 45*(2), 209–225.

Zhang, Y., Zhao, K., & Liao, H. (2020). How do digital technologies influence research collaboration? An empirical study of social media platforms in academic settings. *Journal of the Association for Information Science and Technology, 71*(6), 679–692. https://doi.org/10.1002/asi.24355

s