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Utilization Of Digital Technologies by Business Educators for Effective Teaching of Entrepreneurship Education In Colleges Of Education in Anambra State

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Abstract
This study examined the utilization of Digital technologies by Business Educators for effective teaching of entrepreneurship education in colleges of education in Anambra state. The study adopted descriptive survey research design. The population comprised 45 Business Educators in Colleges of Education in Anambra State. The study adopted census sampling procedure. The instrument for data collection was a 50-item questionnaire validated by two experts from Business Education Department and Measurement and Evaluation Unit in the Department of Educational Foundations, Abia State University Uturu. Cronbach alpha was used to ascertain the instrument's reliability with reliability coefficient of 0.76. Mean was used to answer the two research questions raised for the study, standard deviation was used to determine the closeness and homogeneity of responses mean while t-test statistic was used to test the five null hypotheses raised for the study at 0.05 level of significance. The findings showed that Business Education lecturers utilized video conferencing and digital games for effective teaching and learning of entrepreneurship education in colleges of education in Anambra state to a low extent. Gender did not significantly affect the utilization of video conferencing and digital games for effective teaching and learning of entrepreneurship education in colleges of education in Anambra state. Based on the findings of the study, it was recommended among others that the National Commission for Colleges of Education (NCCE) should integrate digital technologies in the colleges of education curriculum, Government should train the lecturers on the digital technologies to enable them impart same to the students.

Keywords: **Utilization, Digital technologies, Business Educators, Teaching, Entrepreneurship Education.**

Introduction

Digital technology is an instrument for quality education all over the world. The rapid evolution of digital technologies and the increasing complexity that comes with its exploding potential, explains why digitalization in business education continues to receive special attention. Digital technologies also drive innovation in many different spheres of life. Digital technologies refer to devices such as personal computers and tablets, tools such as cameras, calculators and digital toys, systems such as software and apps, augmented and virtual reality, and less tangible forms of technology such as the Internet (Danby, Fleer, Davidson, & Hatzigianni, 2018). Digital technologies denote a wide range of technologies, tools, services and applications using various types of hardware and software (Rice, 2023). They facilitate services or activities by electronic means to create, store, process, transmit and display information. Broadly, digital technologies include the use of personal computers, digital television, radio, mobile phones, robots etc. (Vuorikari et al. 2016).

In education, digital technologies pave ways for new pedagogical approaches, where students are expected to play a more active role than before (Beebe, 2014), thus focusing on the crucial issues of how people communicate and learn in an electronic environment. Digital technologies in higher institutions of learning are used for developing course material; delivering and sharing content; communication between learners, lecturers and the outside world; creation and delivery of presentation and lectures; academic research; administrative support, student enrollment (Rumanyika & Galan, 2015). Teaching and learning approaches (e-learning, blended learning, and mobile learning) that use digital technologies improve the teaching and learning process and can potentially lead to better students learning outcomes (Moya et al. 2021). The promotion of digital technology in education especially in the developing field of entrepreneurship education cannot be viewed in isolation. This is because entrepreneurship education has become a policy priority in all fields of education. Policy-makers in the educational sector use entrepreneurship education as a means of educating potential entrepreneurs for job creation and economic growth.

According to Eurydice in Adekunle, Ayoola and Segun (2016) incorporation of entrepreneurship as a competence in educational curricula is also on the rise. As a result, efforts are being made to create and refine practical tools which encourage the development of entrepreneurial competences in education and training. The ultimate goal of all entrepreneurial education is to develop some level of entrepreneurial competencies among learners in terms of knowledge, skills and attitudes. Entrepreneurial competencies are the knowledge, skills and attitudes that affect the willingness and ability to perform the entrepreneurial job through training and development. The objective of entrepreneurship education in the curriculum of education according to NUC-CCMAS (2022) is to produce entrepreneurship graduates, achievers,

innovators and entrepreneurs who will take the lead to reposition Nigeria's human capital and productive sector as well as shoulder the responsibility of transforming the mindset of Nigerian youths through teaching, training/mentoring and consultancy for the development of entrepreneurial culture. Entrepreneurship education is therefore, an absolute combination of business education programme. Therefore, efforts should be made to identify digital technological tools for delivering entrepreneurial competencies in the training of Business Education programme. It is in the light of the foregoing that this study seeks determine the utilization of digital technologies by business educators for effective teaching of entrepreneurship education in colleges of education.

Entrepreneurship education is a pragmatic and meaningful interaction between learner and instructor for the purpose of developing the ability of the learners to identify, evaluate and generate ideas of solving business problems in a unique way (Etong & Abdulrahman, 2017). Entrepreneurship, therefore, brings out an individual's ability through proper training to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. From the above assertions, it can be seen that the primary purpose of entrepreneurship education should be to develop entrepreneurial capacities and mindsets. In this context, entrepreneurial skills, if integrated into Business Education programme would foster entrepreneurial knowledge, skills and attitudes such as developing entrepreneurial drive among students of Business Education, training them in the skills that will enable them set up a business, manage its growth and also developing the student's entrepreneurial ability to identify and exploit opportunities.

According to Otamiri (2018), Business Education is a fusion of pedagogical and entrepreneurial preparation related to the acquisition of knowledge and understanding of practical skills and attitudes for occupations in various sectors of the economy and social life. It is an education designed to develop occupational skills and gives individuals the skills to live, learn and work as a productive citizen in a global society. Furthermore, for Business Education programme to inculcate entrepreneurial competencies, the quality of instruction has to be geared towards inculcating a culture of skill acquisition for self-employment and to assume the risk to establish a business. The programme of instruction should be geared towards enabling students to acquire entrepreneurial skills and competencies that they can use in establishing, managing and sustaining their business enterprises. According to Enang (2014), the development of business skills and knowledge in contemporary society could be achieved better through the use of digital technology. The use of digital technology in the teaching of entrepreneurship education can help reduce the length of time required for instruction leaving more time for practice of skills. Most digital technology devices are effective in the teaching of content and also help sustain learners' interest.

The term Business Educators according to Ogwu (2016), refers to any teacher who holds at least any of the following qualifications: N.C.E, B.Ed, among others in Business Education. Enang and

Abdulrahman (2017), opined that the Business Educator plays an important role in the whole learning process to teach entrepreneurship competences to students by guiding them through the steps of setting up and managing a business, they provide feedback or help the students by discussing available options to achieve results. During the whole learning path, important economic and financial concepts are experienced and students apply their skills in numeracy and math in many different ways. Secondly, business people are engaged as volunteer mentors or advisors. They can be business owners/entrepreneurs or employees from companies. Their involvement is a key for the success of the learning experience. They visit the school and also communicate with the students online. They are a source of practical advice and experience as well as encouragement and motivation throughout the learning exercise. The Business Education programme therefore, should be well packaged with relevant course content, guided by achievable objectives and enriched with a suitable methodology that enhances the teaching and learning process of entrepreneurial competencies (Esene, 2018). These include the use of digital technology for delivery of entrepreneurial competencies in Business Education programme.

Digital technologies are hardware and software technologies which can be used to achieve academic objectives. Moreso, Ndinechi and Bupo (2015) stated that digital technology resources are digital educational resources which are developed into units that are reusable, adaptive and can be repurposed to different learning styles, knowledge levels and conditions. Jackson (2013) viewed digital technology resources in education as technology-aided learning tools that blend both online and face-to-face learning approaches which include hardware and software components like internet, video conferencing, mobile technologies, CD/DVD, electronic learning platforms, such as computers and software learning tools, hand-held digital devices, digital cameras, camcorders, projectors, course management software, computer simulators, hypermedia, microcomputer based lab, and software/video resources. To this end, the utilization of digital technology resources are important ingredients for twenty-first century instructional delivery.

Furthermore, Allen and Seaman (2019) noted that the development of business skills and knowledge in contemporary society could be achieved better through the use of digital technology. The use of digital technology in the teaching of entrepreneurship education can help reduce the length of time required for instruction leaving more time for practice of skills. Most digital technology devices are effective in the teaching of content and also help sustain learners' interest. The use of video conferencing technology can allow students to travel the world from their classrooms, speak with virtual guest lecturers, and make friends and interact with others in different countries. Inviting experts to visit classrooms via video allows for an interactive experience for students with people skilled in the field being discussed. Specialists often have busy schedules, and video conferencing can reduce the time and expense of travel and simplify a visit from a subject-matter expert by projecting the expert directly into the classroom from anywhere (Kumi-Yeboah, Dogbey, Yuan, & Smith, 2020).

Video conferencing in today's schools and classrooms is becoming widespread for global collaboration. Using video conferencing allows teachers to bring real world teaching experiences into the classroom of social interaction, collaboration, and literacy learning (Klenke, 2014). There are many different forms of literacy that teachers need to incorporate into their instruction, and technology to have a positive impact utilizing video conferencing. Literacy is not only reading, writing, and listening and speaking; it is many other things as well as technology and how one navigates through it. Students may be expected to use technology to reach out and connect with students in other classrooms using blogging, skyping, and emailing. To best prepare students for this type of connected learning, research showed video conferencing can benefit the students' learning (Bowers-Campbell, 2021). Video conferencing can be used as a collaboration tool to involve critical thinking and problem-solving skills among students who partner with schools to learn through creative, relevant curriculum projects. Using effective teaching models, teachers can take existing curriculum, develop project guidelines, set learning objectives and timelines to interact with a classroom in a distant location. Interactive videoconferencing can be used to connect one school to another, regardless of location.

Digital games refer to using actual digital video games as learning tools. The basic idea behind digital games in the classroom is that, as opposed to isolated tasks such as memorization, quizzing and drilling, digital games helps students learn subject matter in context, as part of an interactive system (Brian, 2016). Digital games are effective teaching tools because the learning takes place within a meaningful (to the game) context. What one must learn is directly related to the environment in which one learns and demonstrates it. Thus, the learning is not only relevant but applied and practiced within that context. Digital games create a virtual world that promotes necessary social and community skills and can create real-life simulations for learning (Johnson, Smith, Willis, Levine, & Haywood, 2021). It provides many benefits to learners such as active engagement, information-based skills, decision-making skills, innovation, problem-solving skills, knowledge construction, and discovery learning.

Digital games are user-centered; they promote challenges, co-operation, engagement, and the development of problem-solving strategies (Gros in Ferguson, 2014). Digital video games not only promote student engagement and motivation but also can be used in various other educational ways to promote student learning. Such games benefit learners in other ways such as introducing computer literacy, science and technology preparation, improved spatial skills, verbal and iconic skills, increased visual skills, increased attention span, and increased response time. The perception of teachers towards digital game is important in the implementation of its techniques in learning. Several studies have been conducted to investigate teachers' attitude and perception of game-based learning. Noraddin (2015) examined the opinion of teachers concerning the use of digital games in learning. Using university teachers in Malaysia, Noraddin found that teachers have a positive perception towards the use of digital games in learning. Games

apply to Jean Piaget's theories about children and learning. The concepts of assimilation and accommodation are relevant to digital games, where cognitive disequilibrium is at play for the learner. In other words, students learn from failures and successes they encounter during digital games (Neese, 2016). Digital games create environments for students that are immersive and actively engaging.

Furthermore, Okiki (2021) pointed out that the utilization of digital technology tools is influenced by the following stakeholders: students, the instructors, content providers, technology providers, accreditation bodies and employees. Okebukola in Okoro (2018) stressed that digital technology tools are not part of classroom technology in over 90 percent of tertiary institutions in Nigeria. Thus, the chalkboard and textbooks continue to dominate classroom activities. Business educators themselves need training in areas of digital technology competencies to be able to integrate e-Learning tools efficiently and effectively in their teaching tasks.

According to Emeasoba and Nweke (2017) teachers are important stakeholders involved in ensuring effective integration of technological competencies in educational system. They are the key to whether technology is used appropriately and effectively or not. Lecturers in colleges of education are made up of males and females. Nnamchi (2016) explained that there is no significant difference in male and female business education lecturers on the usage of digital technologies for effective teaching and learning. However, in order to provide such experiences and means in the study of Business Education, it is pertinent to know that it is better achieved if the business teacher is digitally skilled in locating and creating digital information competence enough to handle and achieve the objectives of Business Education which includes amongst others development of personal skills such as software skills, computer fundamental skills, internet skills, e-mail, data base management, electronic commerce, smart boards among others.

Therefore, inadequate utilization of digital technology facilities by teachers could result in producing graduates with only theoretical knowledge and less experience in practical courses which required the application of ICT skills. The lecturers are expected to equip graduates with relevant technological skill for effective performance in this global world. They need to embrace e-learning facilities to become competencies in the use of digital technologies for teaching in the digital age. However, the use of information and communication technology (ICT) has virtually changed the content, nature, procedure, tools and practices of human endeavour (Umoru & Nnaji, 2015). Furthermore, it was explained that these changes cannot be ignored as a nation and individual cannot attain the desired development in this technological age without making proper use of ICT. In order to bridge the gap between what is happening in the fore wall of classroom and what is expected of today graduates in the world of work, there is an urgent need in effective use of digital technologies to teach for expected result to be achieved. It is against this background that this study seeks to determine the extent of utilization of digital technologies by

Business Educators for effective teaching of entrepreneurship education in colleges of education in Anambra state

Statement of the Problem

Information and Communication Technologies (ICT) are potentially powerful enabling tools for educational advancement and reform. When used appropriately, different digital technologies help expand access to education, strengthened the relevance of education to increasingly digital workplace and raise educational quality by helping to make teaching and learning into an engaging active process to real life. The world has advanced technologically and this is attributable to the influence of Information and Communication Technology particularly in the education sector. E-learning is fast becoming popular in instructional delivery methods, most especially in tertiary institutions in developed countries. In Nigeria, its usage as instructional method of teaching and learning needs to be emphasized in line with what is obtainable in other parts of the world.

Despite the emphasizes on the significance of using digital technology in teaching and learning process, its utilization has remained a mirage in many colleges of education due to ICT competency level among lecturers for using ICT facilities in teaching. Little knowledge of ICT usage is observed among graduates of Business Education from colleges of Education. Most of them hardly get employed in offices and cannot start up any small scale business as entrepreneurs after graduation. The researcher is therefore worried with this ugly situation since Business Education is a vocational course that supposed to empower its recipients with competencies that will enable them get jobs or be entrepreneurs and employers of labour after graduation. However, the need to empirically investigate the utilization of digital technologies by Business Educators for effective teaching of entrepreneurship education in colleges of education in Anambra state.

Purpose of the study

The main purpose of the study is to determine the utilization of digital technologies by business educators for effective teaching of entrepreneurship education in colleges of education in Anambra state. Specifically, the study will determine:

1. The extent Business Educators utilize video conferencing for effective teaching of entrepreneurship education in colleges of education in Anambra state
2. The extent Business Educators utilize digital games for effective teaching of entrepreneurship education in colleges of education in Anambra state

Research Questions

The following research questions guided the study:

1. To what extent do Business Educators utilize video conferencing for effective teaching of entrepreneurship education in colleges of education in Anambra state?

2. To what extent do Business Educators utilize digital games for effective teaching of entrepreneurship education in colleges of education in Anambra state?

Hypotheses

The following null hypotheses were tested at (0.05) level of significance.

1. There is no significant difference between the mean ratings of male and female Business Educators in public Colleges of Education on the extent of utilization of video conferencing for effective teaching of entrepreneurship Education in colleges of education in Anambra state
2. There is no significant difference between the mean ratings of male and female Business Educators in public Colleges of Education on the extent of utilization of digital games for effective teaching of Entrepreneurship Education in Colleges of Education in Anambra state

Methodology

The study adopted a descriptive survey research design. The population comprised 45 Business Educators (11 males and 34 females) in Colleges of Education in Anambra State. The study adopted census sampling procedure. The instrument for data collection was a 50-item questionnaire titled: "Questionnaire on Utilization of Digital Technologies by Business Educators for Effective Teaching of Entrepreneurship Education (QUDTBEETEE)". The copies of the instrument were validated by two experts from Business Education Department, Enugu State University of Science and Technology (ESUT) Enugu while the other one was from Measurement and Evaluation Unit in the Department of Educational Foundations, Abia State University Uturu. A pilot test involving 20 Business Educators from Enugu State College of Education (Technical) Enugu who were not part of the population of study was carried out. Their responses were analyzed using Cronbach alpha (α) formula to ascertain the instrument's reliability. The reliability coefficient obtained was 0.76 which was considered high enough for the instrument. The researcher with the help of five briefed research assistants distributed copies of the questionnaire to the respondents. Mean was used to answer the five research questions raised for the study, standard deviation was used to determine the closeness and homogeneity of responses mean while t-test statistic was used to test the five null hypotheses raised for the study at 0.05 level of significance. Upper and lower limits of the mean were used for decision making. Hence: 3.50-4.00 was regarded as "Very High Extent". Mean ratings from 2.50-3.49 was considered as "High Extent". Mean ratings that range from 1.50-2.49 was regarded as "Low Extent". Mean ratings from 1.00-1.49 was regarded as "Very Low Extent". Decisions were taken based on the clusters mean relative to the real limit of numbers above. A null hypothesis was not rejected where the calculated t-value was less than the critical or table value and rejected where the calculated t-value was equal to or greater than the critical value at 0.05 level of significance.

Results

Research Question 1: To what extent do Business Educators utilize video conferencing for effective teaching of entrepreneurship education in colleges of education in Anambra state?

Table 1: Respondents' Mean and Standard Deviation Scores on video conferencing for effective teaching of entrepreneurship education in colleges of education in Anambra State?

S/N	ITEMS: Indicate the extent of utilization of video conferencing for effective teaching of Entrepreneurship Education	X_M	SD_M	X_F	SD_F	Rmks
1.	Use recording tools to play back a lesson	2.05	0.89	2.26	0.80	LE
2.	Use blogs to connect with teachers in other locations	2.37	0.68	2.02	0.71	LE
3.	Use video conferencing to save lessons	2.23	0.63	2.29	0.62	LE
4.	Use models to develop project guidelines	2.21	0.73	2.28	0.81	LE
5.	Interact face-to-face with the experts during presentation	2.24	0.63	2.26	0.68	LE
6	Communicate effectively with students and with teachers using video conferencing	2.25	0.60	2.39	0.65	LE
7	Use video conferencing in motivating students to learning entrepreneurship education.	2.25	0.72	2.25	0.65	LE
8	Use of videos and video conferencing in the classroom puts teaching beyond textbooks and connects students with the world they live in.	2.27	0.70	2.26	0.74	LE
9	Utilize video conferencing in illustrations.	2.24	0.46	2.22	0.83	LE
10	Provides education and training in a more flexible way.	2.03	0.83	2.43	0.64	LE
	Cluster Mean	2.21	0.69	2.27	0.71	LE

The analysis of data in Table 1 shows that the respondents agreed that the items on the extent of utilization of video conferencing for effective teaching of Entrepreneurship education in colleges of education in Anambra state are to a low extent. The mean ratings ranges from 2.02 – 2.43 which is below the mean ratings of 2.50. The cluster mean indicates that all of the items were utilized by the respondents to a low extent. The standard deviation scores ranging from 0.46 – 0.89 shows that there is homogeneity amongst responses indicating a greater consensus of opinion.

Hypothesis 1: There is no significant difference between the mean ratings of male and female Business Educators on the extent of utilization of video conferencing for effective teaching of entrepreneurship Education in public colleges of education in Anambra state.

Table 2: Summary of t-test analysis of the difference between the mean ratings of male and female Business Educators in public colleges of education on the extent of utilization of video conferencing for effective teaching of entrepreneurship Education.

SN	Groups	X	SD	N	df	t- cal	t-tab	Level of Sig	Rmk
1.	Male	2.21	0.69	11					
2.	Female	2.27	0.71	34	43	0.213	2.042	0.05	NS

The t-test analysis presented in Table 2 revealed that the t-calculated (t-cal) value of 0.213 is less than the t-table (t-tab) value of 2.042 at P≤ 0.05 levels of significance and at 43 degree of freedom (df). This showed that, there is no significant difference between the mean ratings of male and female Business Educators in public colleges of education on the extent of utilization of video conferencing for effective teaching of entrepreneurship Education in colleges of education in Anambra state. Therefore, the null hypothesis of no significant difference is accepted.

Research Question 3: To what extent do Business Educators digital games for effective teaching of entrepreneurship education in colleges of education in Anambra state?

Table 3: Respondents' Mean and Standard Deviation Scores on digital games for effective teaching of entrepreneurship education in colleges of education in Anambra State?

S/N	ITEMS: Indicate the extent of utilization of digital games for effective teaching of Entrepreneurship Education	X_M	SD_M	X_F	SD_F	Rmks
1.	Use digital games to reinforce skills	2.21	0.87	2.26	0.88	LE
2.	Use computer to access digital games	2.23	0.85	2.26	0.84	LE
3.	Use digital games to provide immediate and frequent feedback during lesson presentation	2.24	0.71	2.28	0.90	LE
4.	Utilize digital games to develop students interest in entrepreneurship education	2.29	0.70	2.26	0.92	LE
5.	Utilize digital games to develop high order cognitive skills in entrepreneurship education	2.24	0.60	2.20	0.83	LE
6.	Support students learning by using digital games in entrepreneurship education	2.23	0.67	2.26	0.62	LE
7	Increase student interaction with teachers during entrepreneurship education teaching and learning process.	2.23	0.85	2.26	0.84	LE
8	Use digital games to develop digital literacy in entrepreneurship education students	2.24	0.71	2.28	0.90	LE
9	Use digital games to develop problem solving, communication, collaboration, and critical thinking skills through games	2.29	0.70	2.26	0.92	LE
10	Combined digital games with other learning methods to increase its effectiveness during entrepreneurship education teaching and learning process	2.24	0.60	2.20	0.83	LE
	Cluster Mean	2.24	0.73	2.47	0.85	LE

The analysis of data in Table 3 shows that the respondents agreed that the items on the extent of utilization of digital games for effective teaching of Entrepreneurship education in colleges of education in Anambra state are to a low extent. The mean ratings ranges from 2.20 – 2.29 which is below the mean ratings of 2.50. The cluster mean of 2.35 indicates that all of the items were utilized by the respondents to a low extent. The standard deviation scores ranging from 0.60 – 0.92 shows that there is homogeneity amongst responses indicating a greater consensus of opinion.

Hypothesis 2: There is no significant difference between the mean ratings of male and female Business Educators on the extent of utilization of digital games for effective teaching of entrepreneurship Education in public colleges of education in Anambra state.

Table 4: Summary of t-test analysis of the difference between the mean ratings of male and female Business Educators in public colleges of education on the extent of utilization of digital games for effective teaching of entrepreneurship Education.

SN	Groups	X	SD	N	df	t- cal	t-tab	Level of Sig	Rmk
1.	Male	**2.24**	**0.73**	11					
2.	Female	**2.28**	**0.85**	34	43	0.365	2.042	0.05	NS

The t-test analysis presented in Table 4 revealed that the t-calculated (t-cal) value of 0.365 is less than the t-table (t-tab) value of 2.042 at P≤ 0.05 levels of significance and at 43 degree of freedom (df). This showed that, there is no significant difference between the mean ratings of male and female Business Educators in public colleges of education on the extent of utilization of digital games for effective teaching of Entrepreneurship Education in colleges of education in Anambra state. Therefore, the null hypothesis of no significant difference is not rejected.

Discussions of Findings

The findings of this study were discussed according to the research questions answered and hypotheses that guided the study.

The findings in research question one revealed that the respondents agreed that the items on the video conferencing for effective teaching and learning of Entrepreneurship education in colleges of education in Anambra state are utilized to a low extent. This means that Business Education lecturers are not utilizing the following video conferencing for effective teaching of entrepreneurship education: use of recording tools to play back a lesson, use of blogs to connect with teachers and students in other locations, use video conferencing to sale lessons, use models to develop project guidelines, interact face to face with the experts during presentation, communicate effectively with students and with teachers using video conferencing, use video conferencing in motivating students to learning entrepreneurship education, use of

videos and video conferencing in the classroom puts teaching beyond textbooks and connects students with the world they live in, utilize video conferencing in illustrations, provides education and training in a more flexible way among others. This study is in line with the findings of Hazel and Jennyliza (2023) which found out that video conferencing is found as one of the technological systems that can be used to motivate more students to learn amidst this crisis. It is asynchronous model for interactive voice, video and data transfer between two or more groups/people. The result revealed in hypothesis one showed that there is no significant difference in the mean ratings of male and female Business Educators on the utilization of video conferencing for effective teaching of entrepreneurship education by Business Educators in colleges of education in Anambra state.

The findings in research question two revealed that the respondents agreed that the items on the utilization of digital games for effective teaching of entrepreneurship education by Business Educators in colleges of education in Anambra state are utilized to a low extent. This means that Business Education lecturers are not utilizing the following digital games for effective teaching of entrepreneurship education: use of digital games to reinforce skills, use computer to access digital games, use digital games to provide immediate and frequent feedback during lesson presentation, utilize digital games to develop students interest in entrepreneurship education, utilize digital games to develop high order cognitive skills in entrepreneurship education, support students learning by using digital games, increase students interaction with teachers during teaching and learning process, use digital games to develop digital literacy in entrepreneurship education among students, use digital games to develop problem solving, communication, collaboration and critical thinking skills through games, combined digital fames with other learning methods to increase its effectiveness during entrepreneurship education teaching and learning process among others. The finding is in line with the study of Yen-Chun (2017) which stated that game-based instruction would affect learning motivation, influence learning achievement. The result revealed in hypothesis three showed that there is no significant difference in the mean ratings of male and female Business Educators on utilization of digital games for effective teaching and learning of entrepreneurship education in colleges of education in Anambra state.

Conclusion

Based on the findings of the study, it was concluded that Business Education lecturers utilized video conferencing and digital games for effective teaching and learning of entrepreneurship education in colleges of education in Anambra state to a low extent.

Recommendations

The following recommendations are made from the findings:

1. The National Commission for Colleges of Education (NCCE) should integrate digital technologies in the colleges of education curriculum.

2. Government should train the lecturers on the digital technologies to enable them impart same to the students and make ICT and digital literacy skills a requirement for employability in colleges of education.
3. Government and school management should provide ICT facilities to the colleges of education to enable them teach the students.

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