

Roles and Challenges of Digital Storytelling in Promoting Quality Teaching in Business Education Programmes in Tertiary Institutions in Delta State

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Abstract

The study investigated the roles and challenges of digital storytelling in promoting quality teaching in business education programmes in tertiary institutions in Delta State. Two research questions guided the study. The study adopted the descriptive survey research design. The population of the study comprised 115 business educators from tertiary institutions in Delta State. The instrument for data collection was a structured questionnaire which was validated by three experts in the Faculty of Education, Nnamdi Azikiwe University, Awka. The test of reliability on the instrument yielded coefficient values of .89 and .86 for clusters 1 and 2 respectively with an overall reliability coefficient of .87. Data for the study was analysed with mean and standard deviation. The findings of the study revealed that motivates students' openness to explore diverse research interests; promotes innovation among business education students; improves leadership skills among students and enables students to explore learning content through their personal experiences among others. The findings further revealed that lecturers' inability to use digital tools; students' lack of skills in the use of digital technology; lack of curriculum contents to back the use of digital storytelling in the business education programme and time constraints among others were some of the challenges militating against the use of digital storytelling for promoting quality teaching in business education programmes in tertiary institutions in Delta State. Based on these findings, the researcher recommended that Administrators of business education programmes in tertiary institutions should organize in-service training programmes like seminars and conferences that would expose business educators to the benefits of adopting digital storytelling in the teaching of business education.

Keywords: Digital Storytelling, Quality, Business Education, Teaching, Tertiary Institutions.

Introduction

Business education is an essential component of vocational education, which aims to provide students with applicable skills to enable them to participate in society. Business education focuses on developing abilities in a variety of areas. Okeke and Nzekwe (2019) stated that business education is a skill development and acquisition course capable of making its students or receivers employable or self-employed upon graduation. Business Education is a course of study that allows students to learn additional abilities that are common and useful. Business education, according to Okoro (2013), is a vast and comprehensive field of study whose instructional program is endowed with the capacity to provide knowledge, skills, vocation, and aptitude necessary to successfully manage

individual businesses while also functioning in the economic system. Business education, according to Ezeani and Ogundola (2016), is a type of educational program that prepares students for employment in four main occupational fields: bookkeeping and accounting, clerical and general office work, stenography and secretarial work, and distribution and marketing. Udoeye and Ndum (2013) state that the objectives of business teacher education are to produce effective business teachers who are highly motivated and conscious of the crucial role they are expected to play in the advancement of business education. They also state that these teachers should be positive about teaching business subjects. Teachers of business are required to be aware of developments in the global corporate and educational environments.

Teaching is the act of one person, sometimes known as a teacher or master, passing on information or skills to another individual or group of individuals known as students or learners (Oyerinde, Onajite & Aina, 2020). Smith in Oyerinde et al (2020) defines teaching as an academic process whereby students are encouraged to learn in ways that have a long-lasting, significant, and favourable impact on how they think, behave, and feel. The teacher is a key player in the teaching and learning process because he is viewed as a facilitator whose main goal is to gather the resources needed to accomplish predetermined goals. It is therefore pertinent that business educators who are teachers of business education courses in tertiary institutions are knowledgeable about the use of digital instructional practices like digital storytelling for promoting skills and knowledge acquisition.

Digital Storytelling (DST) is the skill of conveying stories using digital media such as text, photographs, recorded voice narration, music, and video (Robin, 2016). Digital storytelling is a short tale about 2-3 minutes long, in which the storyteller utilizes his voice to convey his own story (Niemi, Harju, Vivitsou, Viitanen, Multisilta & Kuokkanen, 2014). Most digital tales are between 2 and 10 minutes long and are preserved in a digital format that may be viewed on a computer or other device that can play video files. In its broadest sense, digital storytelling (DST) refers to the distribution of individual short films created with multimedia tools that use materials containing digital text, images, video, and sound and are replayed through a television, computer monitor/screen, or projector and presented to an audience to inform them about a specific subject (Göksün & Gürsoy, 2022). These multimedia pieces are combined using computer software to form a tale that generally focuses on a specific subject or issue and frequently includes a specific point of view. Digital Storytelling may be utilized in a variety of educational settings (Robin, 2016). When considering whether to employ this technology in the curriculum, one of the first considerations to be made is whether the teacher will develop the Digital Stories or have their students do it. Some teachers may elect to tell their own stories to their pupils as a means to introduce new content. An interesting, multimedia-rich digital story can act as an anticipatory set or hook, capturing students' attention and stimulating their enthusiasm for investigating new topics. Digital storytelling can help to foster a constructivist approach to teaching and learning. It may be a useful educational tool since it allows for the integration of digital media with

creative teaching and learning approaches. Aside from improving learners' technological abilities, digital storytelling promotes extra educational benefits (Dakich in Smeda, Dakich & Sharda, 2014). It boosts student motivation and assists teachers in creating constructivist learning environments that promote collaborative and peer-to-peer problem-solving. Furthermore, digital storytelling may be utilized to support integrated approaches to curriculum creation and to engage learners in higher-order thinking and deep learning (Smeda, et al.). Digital storytelling can engage students in integrated approaches to digital media learning. Students who are taught to develop their own stories might also benefit from digital storytelling. Students who create digital tales may improve their communication abilities by learning to organize their thoughts, ask questions, communicate their viewpoints, and construct narratives. It may also assist students to learn to tell tales for an audience and express their thoughts and information in a unique and relevant way (Robin, 2016).

Despite the numerous benefits that digital storytelling may give, many educators are still hesitant to use it in teaching and learning initiatives. Many educators thought that implementing innovation would be difficult, time-consuming, and disruptive to the teaching and learning process (Dalim, Azliza, Ibrahim, Zulkipli & Yusof, 2019). Furthermore, various limitations imposed by its usage in a learning context preclude this technological instrument from being used to its full potential. The lack of facilities and limited access to technical equipment was the most critical factor. Time constraints and demanding curriculum requirements are examples of institutional factors. Robin (2016) notes that educators should be aware that digital storytelling might take a long time. Robin further averred that teachers who want to introduce digital storytelling into their courses should be aware that it may take multiple efforts for students to exhibit technological skills and comprehension of their chosen topic. Students will need time to understand what is required of them when they begin utilizing digital storytelling, just as they do with any new educational technique. Peer review and reflection is a great choice for educators since it allows students and teachers to discuss student work and the learning process together (Dalim, et al., 2019). However, the extent to which this assertion is true is not known. It is against this background that the researcher investigated the roles and challenges of digital storytelling for promoting quality teaching in business education programmes in tertiary institutions in Delta State.

Statement of the Problem

The teaching of business education courses is one of the most important tasks required of a business educator in tertiary institutions. This is because it is through the teaching of business education courses that the goals of the business education programme in tertiary institutions are realized. The advent of digital tools has provided a gateway through which the tasks of teaching and learning can take place seamlessly. However, it seems like business educators in tertiary institutions have failed in utilizing the arrays of digital

innovations available for promoting quality teaching of business education courses. It appears that business educators lack the necessary digital skills required for integrating digital innovations like digital storytelling in their courses. The researcher observes that some lecturers are adamant about using any form of digital tools in teaching courses and this appears to have made most course sessions monotonous and boring. The researcher is worried that this would lead to poor students' interest in the course. It is against this backdrop that this study is conducted to investigate the roles and challenges of digital storytelling for promoting quality teaching in business education programmes in tertiary institutions in Delta State.

Purpose of the Study

The main purpose of the study was to investigate the roles and challenges of digital storytelling for promoting quality teaching in business education programmes in tertiary institutions in Delta State. Specifically, the study:

1. investigated the roles of digital storytelling in promoting quality teaching in business education programmes in tertiary institutions in Delta State.
2. ascertained the challenges of digital storytelling for promoting quality teaching in business education programmes in tertiary institutions in Delta State.

Research Questions

The following research questions guided the study:

1. What are the roles of digital storytelling in promoting quality teaching in business education programmes in tertiary institutions in Delta State?
2. What are the challenges militating against the use of digital storytelling for promoting quality teaching in business education programmes in tertiary institutions in Delta State?

Methodology

The study adopted the descriptive survey research design. It was carried out in Delta State. The population of the study comprised 115 business educators from the five tertiary institutions offering business education programme in Delta state. The instrument for data collection was a questionnaire developed by the researcher. The instrument was titled "Questionnaire on Roles and Challenges of Digital Storytelling in Promoting Learning in Business Education Programme in Tertiary Institutions (QRCDSPLEPTI)". The Instrument contains 16 items spread in two clusters, 1 and 2. Cluster 1 contains 10 items on the roles of digital storytelling in promoting learning in business education programmes in tertiary institutions. Cluster 2 contains 6 items on the challenges of digital storytelling in promoting learning in business education programmes in tertiary institutions. The instrument was structured on a 4- point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument was validated by three experts in the School of Business Education, Federal College of Education (Technical), Asaba. The instrument was

pilot tested on 10 business educators in Anambra State. The application of Cronbach Alpha on the data collected yielded coefficient values of .89 and .86 for clusters 1 and 2 respectively with an overall reliability coefficient of .87. The researcher administered the questionnaire on the spot and the respondents were given enough time to complete the questionnaire. However, for those who could not complete the questionnaire, an appointment was made for the retrieval of the instrument. Out of the 115 copies of the questionnaire administered, 107 copies were returned in good condition and were used for the collection of data for the study. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. In analyzing the mean value, any item with a mean rating between 2.50 and above was regarded as agreed while any item below 2.50 was regarded as disagree.

Results

Research Question 1

What are the roles of digital storytelling in promoting quality teaching in business education programmes in tertiary institutions in Delta State?

Table 1: Respondents' Mean Ratings on the Roles of Digital Storytelling in Promoting Quality Teaching in Business Education in Tertiary Institutions (N=107)

S/No.	Item Statement	Mean	SD	Remark
1.	Improves leadership skills among students	3.45	.88	Agree
2.	Enable students to have a deeper knowledge of the contents of the business education courses	3.32	.77	Agree
3.	Improves the creative thinking skills of business education students	3.11	.81	Agree
4.	Motivates students' openness to explore diverse research interests	3.48	.84	Agree
5.	Promotes innovation among business education students	3.23	.74	Agree
6.	Improves students' interest in learning new concepts in business education	3.44	.90	Agree
7.	Enables students to explore learning content through their personal experiences	3.39	.86	Agree
8.	Promotes students' abilities in handling multi-disciplinary tasks	3.30	.78	Agree
9.	Promotes innovation among business education students	3.47	.85	Agree
10.	Improves students' writing skills	3.36	.84	Agree
Cluster Mean		3.35		Agree

Information in Table 1 reveals that the respondents agreed on items 1-10 regarding the roles of digital storytelling in promoting quality teaching in business education programmes in tertiary institutions in Delta State with mean ratings ranging between 3.11 to 3.48. The standard deviation scores ranging between .74 and .90 indicate that the respondents' opinions were related. Hence, the cluster mean of 3.35 indicates that digital storytelling motivates students' openness to explore diverse research interests; promotes innovation among business education students; improves leadership skills among students; improves students' interest in learning new concepts in business education, and enables students to explore learning content through their personal experiences among others.

Research Question 2

What are the challenges militating against the use of digital storytelling for promoting quality teaching in business education programmes in tertiary institutions in Delta State?

Table 2: Respondents' Mean Ratings on the Challenges of Digital Storytelling in Promoting Quality Teaching in Business Education in Tertiary Institutions (N=107)

S/No.	Item Statement	Mean	SD	Remark
1.	Lack of access to digital tools	3.28	.78	Agree
2.	Lack of internet facilities	3.11	.81	Agree
3.	Time constraints	3.34	.85	Agree
4.	Lecturers' inability to use digital tools	3.44	.88	Agree
5.	Students lack skills in the use of digital technology	3.40	.86	Agree
6.	Lack of curriculum content to back the use of digital storytelling in the business education programme	3.39	.87	Agree
Cluster Mean		3.32		Agree

Data in Table 2 reveal that the respondents agree on all items (1-6) regarding the challenges militating against the use of digital storytelling for promoting quality teaching in business education programmes in tertiary institutions in Delta State with mean ratings ranging between 3.11 and 3.44. The standard deviation scores ranging between .78 and .88 indicate that the respondents' opinions were close. The cluster mean of 3.32 indicates that lecturers' inability to use digital tools; students' lack of skills in the use of digital technology; lack of curriculum contents to back the use of digital storytelling in the business education programme and time constraints among others were some of the challenges militating against the use of digital storytelling for promoting quality teaching in business education programmes in tertiary institutions in Delta State.

Discussion

The findings of the study revealed that digital storytelling motivates students' openness to explore diverse research interests; promotes innovation among business education students; improves leadership skills among students; improves students' interest in learning new concepts in business education and enables students to explore learning content through their personal experiences among others. The finding is in agreement with Smeda, Dakich, and Sharda (2014) who stated that digital storytelling offers huge benefits for students and teachers as it improves student motivation and assists teachers in creating constructivist learning environments that promote collaborative and peer-to-peer problem-solving. Robin (2016) stated that students who create digital tales may improve their communication abilities by learning to organize their thoughts, ask questions, communicate their viewpoints, and construct narratives.

The findings of the study revealed that lecturers' inability to use digital tools; students' lack of skills in the use of digital technology; lack of curriculum contents to back the use of digital storytelling in the business education programme and time constraints among others were some of the challenges militating against the use of digital storytelling for promoting quality teaching in business education programmes in tertiary institutions in Delta State. This finding is in agreement with Dalim, Azliza, Ibrahim, Zulkipli, and Yusof (2019) who reported that some of the challenges of integrating digital storytelling are because it is difficult, time-consuming, and disruptive to the teaching and learning process. Robin (2016) also noted that educators should be aware that digital storytelling might take a long time. This finding showed that the successful use of digital storytelling demands that tertiary institutions provide the required ICT infrastructure and should ensure that students and teachers are digitally literate.

Conclusion

Based on the findings of the study, the researcher concludes that digital storytelling can play a significant role in promoting quality teaching in tertiary institutions in Anambra State. Though certain factors like lack of digital infrastructure and skills among lecturers and students threaten the effectiveness of the use of digital storytelling in the business education programme, measures can be put in place to mitigate such challenges.

Recommendations

The following recommendations were made based on the findings of the study:

1. Administrators of business education programmes in tertiary institutions should organize in-service training programmes like seminars and conferences that would expose business educators to the benefits of adopting digital storytelling in the teaching of business education.
2. The federal and state governments should ensure that internet facilities are made available around the school.

3. Administrators of business education programmes should partner with private technology companies in the area of the provision of digital tools and training or retraining of business educators on digital tools available for creating digital stories for business education courses.
4. Business education curriculum planners should endeavour to develop course contents that encourage lecturers and students to create digital stories as part of the course requirements.

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