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# Digital Textbooks and Game Software Expertise for Financial Accounting Instructions in Secondary Schools in Oyo State, Nigeria

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Abstract: The study examined digital textbooks and game software expertise for financial accounting instructions in secondary schools in Oyo State, Nigeria. Two research questions were answered while two null hypotheses were tested. Descriptive survey research design was adopted in carrying out the study with a population of 2,554 teachers of financial accounting out of which 169 financial accounting teachers were the sampled using multistage random sampling technique. The instrument for data collection for this study was structured 30-items questionnaire face-validated by three experts. The reliability of the instrument was ascertained using Cronbach Alpha reliability method that yielded Cronbach Alpha reliability coefficients of 0.820 and 0.792 for the two sections of the instrument respectively. The data were collected by the researcher with the help of two research assistants. Out of the 169 copies administered, 161 copies were duly filled and returned indicating high return rate of about 95.3%. Data were analysed using descriptive statistics such as mean and standard deviation and t-test statistics at 0.05 level of significance. The results of the study identified 15 digital textbooks and 15 game software expertises required by teachers for financial accounting instructions in secondary schools in Oyo State, Nigeria. The results of the hypotheses tested showed that gender of the teachers was not a significant (p < 0.05) source of difference in the mean ratings of the respondents. From these findings, the study concluded that the acquisition and possession of the required digital textbooks and game software expertise by teachers will enhance financial accounting instructions in secondary schools in Ovo State, Nigeria. Hence, the study among others recommended adequate training and retraining of the teachers in effective use of digital instructional technologies for teaching and learning in secondary schools in the study area.

**Keywords:** Digital Textbooks, Game Software, Expertise, Instruction, Financial Accounting, Secondary Schools

# Introduction

Secondary education, which encompasses both lower and upper secondary levels for students aged 11 to 18, plays a crucial role in personal and academic development. Belle (2017) highlights that secondary education is vital for achieving the four pillars of learning: learning to know, learning to do, learning to be, and learning to live together. The primary goals of secondary education include preparing individuals for productive societal roles and further

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education. According to the Federal Government of Nigeria (2014), Bookkeeping/Financial Accounting is a key vocational subject within the Nigerian secondary school system that supports the development of practical entrepreneurship skills.

Financial accounting, a vocational subject, focuses on teaching accurate bookkeeping and recording of business transactions. This process is essential for identifying potential financial issues and making informed decisions (Olabiyi, 2015). Alao and Ukpong (2020) describes financial accounting as the practice of recording, classifying, analyzing, measuring, interpreting, summarizing, and reporting financial data to aid objective assessment and decision-making. Introduced to senior secondary schools, financial accounting aims to equip students with the skills necessary for employment, self-employment, and further education (Alao & Ukpong, 2020). The subject is designed to prepare students with the necessary competencies to manage financial accounting have the advantage of being both employable and potential employers, as the subject prepares them for careers in the financial field, supports their roles as consumers and workers, and provides a foundation for advanced studies in accounting. Oparaji and Nwaukwa (2019) emphasize the need for students to understand the course material thoroughly, perform well academically, and acquire essential skills for job performance, which can be achieved through effective digital-based instruction.

Digitalized instruction includes the use of various apps, software, programs, and online platforms for teaching and learning in both formal and informal settings (Haleem *et al.*, 2022). This form of teaching engages multiple senses, such as sight, sound, and occasionally touch, when the media is interactive (Centre for Teaching, Learning, and Mentoring, 2021). Tosh, *et al* (2019) refers to digital instructions as online and technology-based teaching platforms. Shukla (2022) describes them as organized electronic resources and platforms, including digital games and online learning tools, which support educational processes. Digitalized instruction is becoming increasingly significant for enhancing student learning, retention, and engagement. Argawati and Suryani (2020) noted that the availability of digital devices and applications can significantly improve teaching quality and motivate students to engage in learning activities.

Digital textbooks are gaining traction as well. Ivic (2019) confirms that the digital revolution and the rise of digital technologies in education have introduced new phenomena such as digital learning environments and electronic resources. Salman et al. (2019) describe digital textbooks as electronic versions of traditional printed materials. Boozer and Simon (2020) find that digital textbooks can effectively support problem-solving and enhance student engagement. In addition to digital textbooks, digital game-based learning platforms are becoming important in education. Ryan (2019) highlights that digital game-based learning has revolutionized teaching methods, increasing student engagement through game elements integrated into educational strategies (Bariuad, 2022). The effective use of digital instruction requires teachers to possess relevant competencies and expertise. Despite the potential of digital instruction to enhance teaching quality in the 21st century, Nigerian secondary school teachers, particularly in Oyo State, exhibit low levels of proficiency and expertise in digital instruction. Tsui (2005) points out that teachers' expertise influences their pedagogical decisions and overall instructional effectiveness. Barnett et al. (2010) noted that teachers' creativity and expertise contribute to transforming schools into innovative learning environments. Lyon and Weiser (2009) report a positive relationship between teachers' knowledge and student achievement. McGhee and Stark (2021) also assert that teachers' competence impacts the quality of classroom instruction. Improving students'

interest and performance in financial accounting may be achieved through the application of digital instructional methods, highlighting the need for teacher expertise in managing digitalbased instruction. This study, therefore, focuses on identifying the digital textbooks and game software competencies required by teachers for effective financial accounting instruction in secondary schools in Oyo State, Nigeria.

### **Purpose of Study**

The main purpose of this study was to examine digital textbooks and game software expertise for financial accounting instructions in secondary schools in Oyo State, Nigeria.

Specifically, the study identified:

- 1. digital textbooks expertise required for financial accounting instructions in secondary schools in Oyo State; and
- 2. digital game software expertise required for financial accounting instruction in secondary schools in Oyo State.

# **Research Questions**

The following research questions guided the study:

- 1. What are digital textbooks expertises required for financial accounting instruction in secondary schools in Oyo State?
- 2. What are digital game software expertises required for financial accounting instructions in secondary schools in Oyo State?

## **Research Hypotheses**

The following research hypotheses were tested at 0.05 level of significance.

- *H0*<sub>1</sub>: There is no significant difference between the mean responses on male and female teachers on digital textbooks expertises required for financial accounting instructions in secondary schools in Oyo State.
- *H0<sub>2</sub>*: There is no significant difference between the mean responses on male and female teachers on digital game software expertises required for financial accounting instructions in secondary schools in Oyo State.

# Methodology

Descriptive survey research design was employed for this study. According to Arevik (2023), this design involves systematically collecting information from a sample to develop quantitative descriptions of a larger population's characteristics. The study population comprised 2,554 financial accounting teachers from 1,364 public secondary schools in Oyo State (Oyo State Secondary Schools Education Board, 2023). Due to the large population size, a multistage random sampling technique was used to select respondents. In the first stage, three out of the six education zones in the state were randomly chosen: Ibadan, Oyo, and Ibarapa. In the second stage, one Local Government Area (LGA) was randomly selected from each chosen education zone, resulting in Oluyole LGA from Ibadan, Oyo Atiba LGA from Oyo, and Ibarapa Central LGA from Ibarapa. In the final sampling stage, 62 Financial Accounting teachers from 42 public secondary schools in Oluyole LGA, 57 teachers from 39 schools in Oyo Atiba LGA, and 50 teachers from 34 schools in Ibarapa Central LGA were selected, totaling 169 teachers as the sample for the study. Data were collected using a structured 30-item questionnaire developed by the researchers based on a literature review. The questionnaire was divided into two sections reflecting the study's specific purposes. It utilized a four-point rating scale with options: Highly Required (4), Averagely Required (3), Slightly Required (2), and Not Required (1). The instrument was face-validated by three experts: two from the Department of Agricultural and

Vocational Education and one from Measurement and Evaluation, all at the College of Education (COED), Michael Okpara University of Agriculture, Umudike. Feedback from these experts was incorporated to enhance the instrument's quality. To assess reliability, the questionnaire was pilot-tested with 15 financial accounting teachers from public secondary schools in Umuahia North LGA of Abia State. Cronbach Alpha reliability coefficients of 0.820 and 0.792 were obtained for the two sections of the instrument, respectively. The researcher, assisted by two research aides, administered the 169 questionnaires across the state. Out of these, 161 were completed and returned, yielding a high return rate of approximately 95.3%. After one week, the returned questionnaires were compiled for data extraction and analysis. Descriptive statistics, such as mean and standard deviation, were used to address the research questions, while t-test statistics were applied to test the null hypotheses at a 0.05 significance level. Real limit of numbers was used to interpret the research questions, reducing the risk of information loss. Highly Required (HR, 3.50 – 4.00); Moderately Required (MR, 2.50 – 3.49); Slightly Required (SR, 1.50 - 2.49); Not Required (NR, 1.00 - 1.49). Therefore, items with mean values that fell within 1.00 - 1.49; 1.50 - 2.49; 2.50 - 3.49 and 3.50 - 4.00 were interpreted as Highly Required, Moderately Required, Slightly Required and Not Required respectively. On the other hand, the hypotheses formulated for the study were tested with t-test statistics. Hence, the null hypothesis of no significant difference was accepted for items whose p-values are greater than or equal 0.05 level of significance. On the other hand, the hypothesis of no significant difference was rejected for items whose p-values are less than 0.05 level of significance.

#### Results

#### **Research Question 1**

What are digital textbooks expertises required for financial accounting instruction in secondary schools in Oyo State?

Table	<b>1:</b> ]	Mean	ratings	of	respondent	s on	digital	textbooks	expertises	required	for	financial	accounting
instruc	ctior	ıs in se	econdary	sc	hools in Oya	) Sta	te (n = 1	.61)					

SN	Item Statement	Ā	SD	Rmk
1	Ability to navigate various websites in search of digital books	3.53	0.57	HR
2	Download digital books for instructional purposes	3.36	0.49	MR
3	Ability to effectively interact with digital textbooks and contents	3.39	0.50	MR
4	Grouping students in digital books reading and analysis	3.64	0.48	HR
5	Ability to utilize digital books through animation	3.34	0.46	MR
6	Guide students in generating clear digital book reading objectives	3.32	0.52	MR
7	Using digital books to support online & offline asynchronous learning	3.66	0.52	HR
8	Using dashboard to gain key insights where students are struggling	3.68	0.46	HR
9	Ability to share digital textbook contents with students and others	3.70	0.45	HR
10	Grading digital-based worksheets of students	3.73	0.54	HR
11	Ability to create digital lesson plan for instructional purposes	3.67	0.48	HR
12	Providing digital feedback to students for reinforcement & remediation	3.49	0.63	MR
13	Reinforcing digital book reading via read-aloud options or podcasts	3.59	0.51	HR
14	Ability to highlight feature of digital books in study notes	3.50	0.54	HR
15	Interpreting definitions and pictures for vocabulary or difficult words	3.53	0.60	HR
	Grand Mean and Standard Deviation	3.54	0.61	HR

*Note:*  $\bar{X}$  = *Mean;* SD = *Standard Deviation;* HR = *Highly Required;* MR = *Moderately Required;* n = *number of respondents.* 

The data presented in Table 1 shows that the average ratings for 10 of the 15 items ranged from 3.50 to 3.73, falling within the "Highly Required" range of 3.50 to 4.00 on a 4-point scale. This

suggests that these 10 items were considered essential digital textbook expertise for financial accounting instruction in secondary schools in Oyo State. In contrast, the mean ratings for the remaining five items 2, 3, 5, 6, and 12 were 3.36, 3.39, 3.34, 3.32, and 3.49, respectively. These ratings fall within the "Moderately Required" range of 2.50 to 3.49, indicating these expertises are somewhat important but not as critical. The overall mean value of 3.54 with a standard deviation of 0.61 suggests that digital textbook expertise are considered highly necessary by teachers for financial accounting instruction in Oyo State. The standard deviation for the 15 items ranged from 0.45 to 0.63, indicating that the responses were fairly consistent and close to the mean.

## **Hypothesis** 1

 $H0_1$ : There is no significant difference between the mean responses on male and female teachers on digital textbooks expertises required for financial accounting instructions in secondary schools in Oyo State.

Table 2: Test of significant difference in the mean ratings of male and female teachers on digital textbooks expertises required for financial accounting instructions in secondary schools in Ovo State.

Variables	Ν		SD	DF	Std. Error	t- Cal	p-value (sig.)	Level of Sig.	Rmk	
Male Teachers	73	3.55	0.59							
Female Teachers	88	3.54	0.61	159	0.033	0.29	0.76	0.05	NS	
Note: $NS - Not Significant at 0.05$										

Note: NS = Not Significant at 0.05.

The comparison of mean ratings between male  $(3.55\pm0.59)$  and female  $(3.54\pm0.61)$  financial accounting teachers, as shown in Table 2, reveals a p-value of 0.76, which exceeds the 0.05 level of significance at 159 degrees of freedom. This result indicates that there is no significant difference (p<0.05) in the mean ratings provided by male and female teachers regarding the digital textbook expertise required for financial accounting instruction in secondary schools in Oyo State. Therefore, the null hypothesis, which posits no significant difference in the mean ratings between male and female financial accounting teachers on hypothesis one is accepted.

# **Research Question 2**

What are digital game software expertises required for financial accounting instructions in secondary schools in Oyo State?

Table 3: Mean ratings of respondents on digital game software expertises required for financial accounting instructions in secondary schools in Oyo State (n = 161)

SN	Item Statements	Ā	SD	Rmk
1	Ability to install digital game software and Apps for instruction	3.40	0.50	MR
2	Creating and managing login details for digital game software	3.66	0.47	HR
3	Ability to effectively use digital game software for instructions	3.65	0.52	HR
4	Determining appropriateness of digital games for students' success	3.29	0.51	MR
5	Select digital games for students' age and learning interest	3.69	0.46	HR
6	Ability to effectively set up digital game instruction and guide students	3.48	0.50	MR
7	Modelling the digital game competencies before instructions	3.69	0.46	HR
8	Providing explicit directions for playing digital game procedures	3.58	0.58	HR
9	Ability to use required accessories to play the digital game	3.59	0.55	HR
10	Ability to model digital game-playing performance of students	3.69	0.47	HR
11	Providing opportunity for students to ask questions in digital game	3.51	0.50	HR
12	Ability to use digital game instruction to clarify misconceptions	3.58	0.49	HR
13	Ability to effectively monitor students as they play digital games	3.69	0.47	HR
14	Ability to providing positive reinforcement in digital game instruction	3.46	0.64	MR
15	Evaluating students' performance after digital game instruction.	3.38	0.52	MR
	Grand Mean and Standard Deviation	3.56	0.48	HR

Note:  $\bar{X}$  = Mean; SD = Standard Deviation; HR = Highly Required; MR = Moderately Required; n = number of respondents.

The data presented in Table 3 reveals that the average ratings for 10 out of the 15 items ranged from 3.51 to 3.69, all falling within the "Highly Required" range of 3.50 to 4.00 on a 4-point scale. This indicates that these 10 items were deemed essential digital game software expertise for financial accounting instruction in secondary schools in Oyo State. Conversely, the mean ratings for the remaining five items which are items 1, 4, 6, 14, and 15 were 3.40, 3.29, 3.48, 3.46, and 3.38 respectively. These ratings fall within the "Moderately Required" range of 2.50 to 3.49, suggesting that these items are somewhat important but not as critical. The overall mean value of 3.56 with a standard deviation of 0.48 indicates that digital game software expertise is considered highly necessary by teachers for financial accounting instruction in Oyo State. The standard deviation for the 15 items ranged from 0.46 to 0.64, showing that the responses were relatively consistent and close to the mean.

# Hypothesis 2

 $H0_2$ : There is no significant difference between the mean responses on male and female teachers on digital game software expertises required for financial accounting instructions in secondary schools in Oyo State.

Table 4: Test of significant difference in the mean ratings of male and female teachers on digital game software expertise required for financial accounting in secondary schools in Oyo State

Variables	Ν	Ā	SD	DF	Std. Error	t- Cal	p-value (sig.)	Level of Sig.	Rmk
Male Teachers	73	3.56	0.57						
Female Teachers	88	3.55	0.60	159	0.021	0.24	0.80	0.05	NS

*Note:* NS = Not Significant at 0.05.

The comparison of mean ratings between male  $(3.56\pm0.57)$  and female  $(3.55\pm0.60)$  financial accounting teachers, as shown in Table 4, indicates that the p-value of 0.80 exceeds the 0.05 significance level with 159 degrees of freedom. This result suggests that there is no significant difference (p<0.05) in the mean ratings given by male and female teachers regarding the digital game software expertise needed for financial accounting instruction in secondary schools in Oyo State. Consequently, the null hypothesis, which states that there is no significant difference in the mean ratings between male and female financial accounting teachers, is upheld.

### **Discussion of Findings**

The study identified several key digital textbook expertise necessary for Financial Accounting instruction in secondary schools in Oyo State. These include the ability to navigate websites to locate digital books, download these books for instructional use, interact effectively with digital textbooks and their contents, organize students for reading and analyzing digital texts, utilize animations in digital books, help students set clear objectives for reading, support both online and offline asynchronous learning, use dashboards to monitor students' struggles, share digital textbook content, create digital lesson plans, and grade digital worksheets, among other skills. The findings of this study agreed with the report of the UNESCO (2018) that contemporary teachers require on e-textbooks skills as using e-books animations, generating digital book contents, using e-textbook dashboards for instruction, grade digital-based worksheets and providing digital feedbacks on learners. Similarly, the findings of the study corroborated that of Abaci, et al, (2017) who found that skills such as navigating websites, downloading digital texts, using animations, and creating lesson plans are essentially required by instructors as these skills enhance student engagements.

The study also highlighted essential digital game software competencies for Financial Accounting instruction, including: installing digital game software and apps, managing login details, using the software effectively for instruction, assessing the appropriateness of games for student success, selecting games suitable for students' age and interests, setting up and guiding digital game instruction, providing clear instructions for game procedures, using necessary accessories, modeling game-playing skills, and offering opportunities for student inquiries during game play. The findings of this study supported that of Ferlazzo (2019) who identified major skills in digital game instruction as ability to use digital game motivate learners, increase students' learning skills, threaded with digital game contents, incorporate smart students' digital

game creativity, engage digital game for students teams work and using digital game to design learning experience. Gomez-Pablos et al. (2022) found that teachers' digital competencies are often lacking, and the teachers therefore require digital game skills for quality teaching and learning. This study's findings align with Rogers (2021), who identified crucial digital game learning expertise of teachers to cover planning digital game instruction, managing digital game classrooms, clarifying instructions, engaging students actively, creating supportive learning environments, and assessing digital game-based learning.

## **Conclusion and Recommendations**

There is a global shift towards digital instruction, particularly in developed countries, and Nigeria should embrace this change. This study explored the necessary digital textbooks and game software expertise for financial accounting instruction in secondary schools in Oyo State, Nigeria. The findings revealed 15 key competencies for digital textbooks and 15 for game software that are essential for teachers in this subject area. The study also found that gender did not significantly affect the mean ratings of the respondents. Based on these findings, the study concludes that acquiring and utilizing the identified digital textbooks and game software expertise will improve financial accounting instruction in secondary schools in Oyo State. The following recommendations are made:

- 1. Secondary schools administrators in the state should ensure schools are adequately equipped with relevant digital instructional tools to facilitate effective digital-based teaching and learning.
- 2. Relevant education stakeholders should be involved regular training and retraining of financial accounting teachers for effective use of digital instructional technologies in their teaching and instructional delivery to learners.
- 3. The government of the state through its ministry of education should ensure adequate provision of school infrastructures, including reliable electricity and internet access to support digital and internet-based teaching and learning in the schools.

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