



Exploring Sustainable Environmental Teaching Strategies for Professional Development of Post Graduate Students in Office Management and Technology in Rivers State Universities

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Abstract

This study explores Sustainable Environmental Teaching Strategies for Professional Development of Post Graduate Students in Office Management and Technology in Rivers State Universities. Two specific objectives, research questions and corresponding hypotheses were posed and tested in the study. The study adopted a descriptive survey research design and the area of the study was Rivers State. The population of the study consisted of 21 Office Management and Technology Postgraduates Students of Rivers State University and Ignatius Ajuru University of Education. The instrument for data collection was a structured questionnaire which was validated by three (3) experts in the Faculty of Education, Rivers State University. Two among the experts were Business Educators while one Psychometrician all in the department of Business Education. The instrument was designed in a 4-point rating scale of High Extent to Very Low Extent. A reliability coefficient of 0.82 was obtained using Pearson Product Momentum Correlation Coefficient through test-retest method of estimating reliability. Research questions were analyzed with mean and standard deviation and the hypotheses were tested with t-test statistical tool. Findings revealed that Case-studies, and Technological-Based Learning enhanced Professional Development to a High Extent. It was recommended among others that Higher Institutions of learning should be provided with an enabling environment and necessary eco-friendly infrastructure and facilities to enhance the use and integration of environmental teaching strategies for Professional development of Office Management Technology.

Keywords: Eco-friendly Practices, Sustainable development, environmental impacts, Case Studies, Technology-based learning, professional development

Introduction

The rapid increase in population in many regions of the world and its attendant pressure on the environment, particularly natural resources, as well as the connections increasingly being made between human actions and existential threats such as climate change, ozone layer depletion, and desert encroachment, led to the coinage of the term "sustainable development" in the second half of the 20th century, and there has been a growing need and concern for sustainable environmental development to ensure that we make today better for tomorrow (Omisakin, & Kularatne, 2022) ^[10]. It cannot be overemphasised if we say that there is a need to address the negative impacts of social, economic, and environmental issues the world is facing to realise a sustainable planet. In view of this, global, regional, and national sustainable environmental policies have been conceptualised and put into practice to ensure human activities on the environment today are sustainable enough to make same environment better for next generation. This integration of sustainable practices in office operations has the potential to drive significant positive change, not only in terms of environmental conservation but also in terms of economic growth and social responsibility. However, this can only be effectively done through teaching people about sustainable activities and practices formally.

The United Nations in the year 2002 initiated the Decade of Education for Sustainable Development (DESD) with the primary goal of promoting "a world where everyone has the opportunity to benefit from education and learn the values, behaviour, and lifestyles required for a sustainable future and positive societal transformation" (Abenu, Alfa-Yusufu & Ugochukwu, 2024) ^[1]. The Sustainable Development Goals (SDGs) are a set of 17 global goals adopted by all United Nations Member States in 2015 (UNICEF, 2017). They are designed to be a universal call to action to address the social, economic, and environmental challenges facing our world. The SDGs build on the success of the Millennium Development Goals and aim to achieve three main objectives by 2030: end poverty, protect the planet, and ensure prosperity for all. According to Abenu, Alfa-Yusufu and Ugochukwu (2024) ^[1], who posited that the Decade of Education for Sustainable Development (DESD) is being promoted in all tiers of education, and higher education institutions are seen as key players in helping to curb environmental degradation and promote the transition to a more sustainable society. Wal (2017) ^[12], argues that educating people on sustainable environmental practices can serve as one of the panaceas to the concurrent issues facing environmental degradation and higher education institutions are in a better position to educate their students on the expected knowledge, practices and skills needed to make them capable and competent to lead eco-friendly business practices, reduce environmental impact, and enhance workplace efficiency.

The dawning of the new millennium had witnessed the initial entry of the Net Generation into higher education institutions, which required office management and Technology (OMT) programme instructors to brace themselves for a new lineage of pedagogy with distinctive interests and dispositions. Ukata (2019), suggested that the worth of education must now be measured against the standards of human decency and survival therefore, the issues looming so large before us in the twenty-first century is not education, but an education that will save us in the twenty-first century. In this context, it is important to clarify that this type of education is not, and should not be thought of as a dogmatic, authoritarian approach that seeks to 'brainwash' students into believing and acting in certain ways. Instead, the most effective environmental and sustainability education should seek to help students think critically, independently, and ethically about modern office management and technology practices, not specifically what to think but how to do it best.

In the dynamic landscape of Office Management and Technology (OMT), the imperative to integrate environmental consciousness and sustainability practices is becoming increasingly paramount. Recognising the pivotal role of postgraduate education in shaping future industry leader, this study embarks on a journey of exploration into sustainable environmental teaching strategies such as integrating sustainable practices into curriculum design like case studies and technological-based learning in inviting professionals from industries implementing green office technologies to share insights and real-world experiences, adopting digital tools for paperless work and educating students on selecting eco-friendly office furniture and materials, encouraging the use of sustainable, non-toxic, and recyclable products. The focus is on their profound impact on the professional development of OMT postgraduate students within the academic context of Rivers State Universities.

These sustainable actions are designed to minimize an office's environmental footprint, including its energy consumption, waste production, and resource usage. The goal

is to create a healthier, more eco-friendly workplace. Kakungulu (2024) ^[5], defines Environmental education (EE) as the principles in which education provides a fundamental approach to sustainability. To promote sound environmental practices, a new culture must emerge in which people see themselves as part of the environment and communities are empowered to take action. Environmental education is a process that fosters the attitude and behaviour changes needed to create such a culture, encourages critical thinking, promotes understanding of the environment and also promotes awareness of global environmental issue. However, for OMT postgraduate students, case studies and technological-based learning are key concepts that align with sustainable business operations, aimed at reducing a company's environmental impact while improving efficiency and cost-effectiveness for Professional development.

Office Management Technology lies at the heart of organizational efficiency and cost-effectiveness. It encompasses a range of tasks aimed at ensuring seamless office operations and aligning departmental efforts. Every organization relies in effective management to navigate the complexities of daily operations. According to learn (2018), a systematic office is always adopting new changes which provides the appropriate facilities and resources for research and development. It encourages and motivates the employee to work in a new environment and adapt to change, therefore office Management fosters innovation.

Office Management and Technology (OMT) Programme seems to be suffering from challenges of environmental teaching strategies for professional development and learning experiences that may affect Postgraduate Students of the programme negatively; to avert this anomaly introduction of Continuing Professional Development (CPD) is sacrosanct. Professional development is improvement of one's skill through learning and training in order to advance a career path. For continuity and relevance, professional development is imperative. In line with this, Harvard division of continuing education (2022) succinctly explained professional development as acquisition of new skills through continuous education and career training upon venturing into workforce. This facet of environmental education, the manner by which it can be seamlessly integrated into this study, is examined in case-study and technological-based learning.

Case-Study as a pedagogical strategy allow the learner to integrate theory with real-life situations as they devise solutions to the carefully designed scenarios (Farashahi & Tajaddin, 2018) ^[4]. Another important known observation is that case-study teaching exposes students to different cases, decision contexts and the environment to experience teamwork and interpersonal relations as they "learn by doing" thus benefiting from possibilities that traditional lectures hardly create. Another merit associated with case-study method of teaching is that the student can apply and test their perspective and knowledge in line with the tenants of Kolb (2014) ^[6] 'experiential learning model'. This study advocates for the use of practical experience as the source of one's learning and development. Proponents of case study-based teaching noted that unlike passive lectures where students input is limited, case studies allow them to draw from their own experience leading to the development of higher-order thinking and retention of knowledge that can be applied in green office practices and energy-efficient technologies.

Technological-Based learning (TBL) is a form of learning in which educators make effective usage of technology in their class lectures to help students understand concepts and topics better. Technology has made communicating with others

easier than ever, which is important in today's corporate environment where many organizations are still working from home and face to face interaction is nominal (Ezyschooling, 2024) [3]. In this progressive world that we live in, the boundaries in the technological field have been pushed beyond to reach the growing needs of every individual towards development and growth. Thereby with the advancement of every aspect in life, it is crucial to understand the importance of technology in the educational sphere as well. Technology can be used as both a teaching, tutoring and learning tool which promote development of crucial skills and problem-solving skills among learners (Alia, Areceno & Babker, 2019) [2]. However, the integration of technology into teaching and learning is facing some problems and challenges even in at the post-graduate level. This could be the reason Osunde and Ogiegbaen in Ukata (2019) noted that lack of learning and educational tools, such as technology-based-tools for example communication tools, productivity tools e.g. (note-taking apps), creativity and design tools (3D Modelling and Animation tools) are associated with student's poor physical environment experiences. Also, Ohakamike-Obeka (2016) [7], observed the following environmental teaching and learning experiences; that many schools, especially those in urban located areas, where there is a busy movement and activities of many people causing noise pollution, have dilapidated building with leaking roofs and cracked walls. There is inadequate electricity, Labourites, studios in majority of the schools, it was also observed that most of the schools do not have adequate staff rooms, convenances, offices, good libraries and where they are available, and they are not equipped. These are challenges that can cause negative environmental teaching strategies for Professional development and learning experience in OMT programme for postgraduate students. Conducive learning environment are necessary for effective environmental teaching and learning experience to take place. A quiet and serene school environment including adequate gender friendly facilities help the learners to assimilate lessons taught by the teacher.

Case-Study and technology-based learning promotes sustainable environmental teaching strategies by integrating digital education, reducing resource consumption, and preparing students for green office management practices. It ensures that Office Management and Technology postgraduate students acquire eco-friendly skills, digital literacy, and professional competencies that align with global sustainability goals. Cloud-based solutions replacing traditional paper-based systems, significantly reducing office paper waste and printing costs.

Despite what is known about the effectiveness of Case-studies in science education, increased productivity and efficiency in using Problem-based learning approach and Guest lecturing cannot be overemphasized as they provide students with firsthand knowledge, experiences and enhances students' understanding and awareness of environmental considerations in office management and technology. However, questions remain about the functionality of these teaching methods at promoting specific learning objectives especially in Professional development of OMT Postgraduates in Rivers State Universitas.

Statement of the problem

In the realm of Office Management and Technology (OMT), where the convergence of technological advancements and environmental consciousness is crucial, there exists a notable gap in understanding the optimal strategies for imparting sustainable practices to postgraduate students in Rivers State

Universities. Despite the growing importance of environmental considerations in contemporary workplaces, dearth of research specifically investigates the effectiveness of teaching methodologies tailored to the unique context of OMT for postgraduate education in Rivers State Universities. It is also observed that the integration of the case studies and technological-based learning, plays a crucial role in enhancing professional development among postgraduate students specializing in office management and technology (OMT). These methods have been shown to foster deeper understanding, practical skills application, industry relevance, networking opportunities and critical thinking abilities among learners. Existing evidence suggests that these methods lead to notable improvements in student's skills and competences in OMT. However, the critical need to explore and effectively integrate these strategies for enhancing professional development outcomes have posed serious problems and this is the gap the study needs to address.

Purpose of the study

The purpose of the study is to explore environmental teaching strategies for professional development of Office Management and Technology (OMT) postgraduate students in Rivers State Universities. Specifically, the study aims to:

- Determine the extent Case study teaching strategy enhance professional development of OMT postgraduate students in Rivers State University and Ignatius Ajuru University of Education.
- Determine the extent technological-based learning teaching strategy enhance Professional development of OMT postgraduate students in Rivers State University and Ignatius Ajuru University of Education.

Research Question

Three research questions were formulated for this study.

- To what extent does case study teaching strategy enhance professional development of OMT postgraduate students in Rivers State University and Ignatius Ajuru University of Education?
- To what extent does technological-based learning teaching strategy enhance professional development of OMT postgraduate students in Rivers State University and Ignatius Ajuru University of Education?

Hypothesis

The following null hypotheses were postulated for the study and tested at 0.05 level of significance:

- There is no significant difference in the mean response of OMT postgraduate students of Rivers State University and Ignatius Ajuru University of Education on the extent Case study teaching strategy enhance professional development.
- There is no significant difference in the mean response of OMT postgraduate students of Rivers State University and Ignatius Ajuru University of Education on the extent technological-based learning teaching strategy enhance professional development.

Methodology

The descriptive survey research design was adopted for the study. This design was chosen because the researchers made use of a questionnaire to elicit information from the population under studied. The population of the study consist of 21 Office Management and Technology Postgraduate Students sets of 2022-2023/2023-2024 in Rivers State Universities. The entire population was used, because the

number was small and comfortable for the researchers. The instrument used to obtain primary data was a questionnaire titled: “Exploring Sustainable Environmental Teaching Strategies for Professional Development of Office Management and Technology Postgraduate Student in Rivers State University” (ESETSIPDOMTPRSU). The questionnaire was designed in a four-pointing rating scale in four response options such as High Extent (HE) = 4 points, Moderate Extent (ME) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point. To determine the content and face validity of the instrument, the instrument was submitted to a Psychometrician and two Business Educators in the Department of Business Education, Rivers State University. Copies of the instrument were administered to the sample size of 10 OMT Postgraduate Students of Faculty of Education in University of Uyo. The reliability of the instrument was determined using the test-retest method

for a measure of its reliability. The test-retest scores of the sample were correlated using Pearson Product Moment Correlation Coefficient (PPMCC) and a reliability coefficient index of 0.82 was obtained guaranteeing the reliability of instrument. The data collected were analysed using mean and standard deviation to answer the research questions. While the two null hypotheses were tested at 0.05 level of significance using t-test statistics. The decision was to reject the null hypothesis where the calculated value of t, (t-tabulated) was greater than the t-cal. The null hypothesis was retained where the calculated value of t was less than the table value.

Results

Research Question 1: To what extent does Case-Studies enhance Professional development of OMT in Rivers State Universities?

Table 1.1: Mean and Standard Deviation Response on the Extent Case-Studies enhance Professional development of OMT Postgraduates in Rivers State Universities.

S/No	Items	Institution		Aggregate Mean/SD						
		RSU=8			IAUE=13					
		M	SD	Rmk	M	SD	Rmk	M	SD	Rmk
1	To what extent are Case studies integrated into your learning process to promote paperless office work and digital documentation	3.50	0.25	HE	3.14	0.41	HE	3.32	0.33	HE
2	Case studies help in understanding sustainable environmental practices specific to Office Management Technology	3.60	0.24	HE	3.29	0.50	HE	3.45	0.37	HE
3	Case studies encourage active student participation and engagement in discussions on environmental sustainability	3.00	0.40	HE	3.50	0.25	HE	3.25	0.33	HE
4	Case studies enhance critical thinking and decision-making skills regarding eco-friendly office infrastructure	3.00	0.60	HE	3.42	0.24	HE	3.21	0.42	HE
5	OMT Postgraduates perceive the relevance and applicability of environmental case-studies for future careers	2.90	1.29	HE	3.29	0.50	HE	3.09	0.89	HE
6	Case studies provide practical applications of office practices, such as energy-efficient technologies and green office spaces	2.80	0.16	HE	3.42	0.24	HE	3.11	0.20	HE
7	Case-studies present real-life scenarios allowing learners apply theoretical knowledge to practical solutions	3.50	0.75	HE	3.29	0.50	HE	3.39	0.63	HE
Total		15.20	3.04	HE	16.92	1.73	HE	16.06	4.77	HE
Grand Mean/SD		3.20	0.64		3.38	0.34		3.21	0.95	

Source: Field Survey Data, 2025

Table 1.1 Showed the extent Case-Studies enhance Professional development for OMT Postgraduate in Rivers State Universities. The aggregate grand mean score of 3.21 indicates that OMT postgraduates in Rivers State University and Ignatius Ajuru University of Education agreed to a high extent that Case-studies enhance Professional development

of OMT Postgraduate for Professional development. The low values of aggregate standard deviations of 0.95 suggests that the responses are very contiguous.

Research Question 2: To what extent does technological-based learning tools enhance Professional development of OMT postgraduate students in Rivers State Universities?

Table 2: Mean and Standard Deviation Response on the Extent technological-based learning tools enhance Professional development of OMT postgraduate students in Rivers State Universities.

S/No	Items	Institution		Aggregate Mean/SD						
		RSU=8			IAUE=13					
		M	SD	Rmk	M	SD	Rmk	M	SD	Rmk
8	Students believe interactive content (videos, Simulation, interactive modules enhance engagement and understanding	3.50	0.25	HE	3.14	0.41	HE	3.32	0.33	HE
9	Technical support services, including helpdesks and troubleshooting resources to ensure timely assistance for students encountering technical difficulties are made available	3.60	0.24	HE	3.29	0.50	HE	3.45	0.37	HE
10	Adaptive learning tailor contents to individual needs, providing personalized learning experiences effectively to students.	3.70	0.21	HE	3.50	0.25	HE	3.60	0.23	HE

11	Students resist adopting new technology tools due to familiarity with traditional teaching methods or fear of technology.	2.90	0.49	HE	3.28	0.20	HE	3.09	0.35	HE
12	Educators integrate real-world case-studies, simulations, or projects that demonstrate the practical utility of technological tools in office management contexts.	3.60	0.24	HE	3.42	0.24	HE	3.51	0.24	HE
13	TBL tools enhance the ability of OMT postgraduates to adapt to evolving workplace technologies and software platform.	3.50	0.25	HE	3.29	0.50	HE	3.53	0.36	HE
14	Students have access to necessary technological devices or reliable internet connections.	2.90	0.89	HE	3.42	0.24	HE	3.16	0.57	HE
15	Introductory training sessions or tutorial on relevant software applications are incorporated into the curriculum and this help students build confidence and competence	3.50	0.25	HE	3.42	0.24	HE	3.46	0.25	HE
16	Collaborative tools (online forums, virtual classrooms, collaborative document editing) in promoting teamwork and communication skills are effective	3.64	0.24	HE	3.44	0.24	HE	3.52	0.24	HE
Total		23.7	3.28	HE	26.76	2.58	HE	25.23	2.93	HE
Grand Mean/SD		3.39	0.47		3.35	0.32		3.15	0.36	

Source: Field Survey Data, 2025

Table 2 showed the extent technological-based learning tools enhance Professional development of OMT postgraduate students in Rivers State Universities. The aggregate grand mean score of 3.15 indicates that OMT postgraduates in Rivers State University and Ignatius Ajuru University of Education agreed to a high extent that technological-based learning tools enhance Professional of OMT postgraduates

while the standard deviation range from 0.25 to 0.57 and a grand standard deviation value of 3.36 indicating a close response from the respondent of the items.

Hypothesis 1: There is no significant differences in the mean response of OMT postgraduate students of Rivers State University and Ignatius Ajuru University of Education on the extent Case-studies enhance professional development.

Table 3: t-test of Difference between Ratings of OMT Postgraduate Students in Rivers State University and Ignatius Ajuru University of Education on the Extent Case-studies Enhance Professional Development.

Respondent	N	Mean	Std	Df	t-cal	t-crit	A	Decision
RSU	8	3.20	0.64					
				19	0.02	2.093	0.05	Accepted
IAUE	13	3.38	0.95					

Field Survey Date, 2025

The result in Table 4 shows that at the degree of freedom of 19 and at 0.05 level of significance, the t-calculated value of 0.02 is less than the t-critical value of 2.093. Thus, the null hypothesis was accepted meaning that there is no significant difference in the mean response of OMT postgraduate students of Rivers State University and Ignatius Ajuru University of Education on the extent Case-studies enhance professional development. In other words, OMT

postgraduate students of both Universities have common view on the case-studies enhance professional development.

Hypothesis 2: There is no significant difference in the mean response of OMT postgraduate students of Rivers State University and Ignatius Ajuru University of Education on the extent technological-based learning enhance professional development.

Table 4: t-test of Difference between Ratings of OMT Postgraduate Students in Rivers State University and Ignatius Ajuru University of Education on the Extent Technological-Based Learning (TBL) Enhance Professional Development.

Respondent	N	Mean	Std	Df	t-cal	t-crit	A	Decision
RSU	8	3.39	0.42					
				19	1.20	2.093	0.05	Accepted
IAUE	13	3.35	0.36					

Field Survey Date, 2025

Table 4 showed that at the degree of freedom of 19 and at 0.05 level of significance, the t-calculated value of 1.02 is less than the t-critical value of 2.093. Thus, the null hypothesis was accepted meaning that there is no significant difference in the mean response of OMT postgraduate students of Rivers State University and Ignatius Ajuru University of Education on the extent technological-based learning enhance professional development. In other words, OMT postgraduate students of both Universities have a common view on the technological-based learning enhance professional development.

Discussion of findings

The discussion in this study was done according to the findings from the study.

Extent case studies enhance professional development of OMT postgraduate students

Findings from table 1 which was for research question one showed Case-studies enhance Professional Development which means Case studies are integrated into the learning process to promote paperless office work and digital documentation, Case studies help in understanding sustainable environmental practices specific to Office

Management Technology, Case studies encourage active student participation and engagement in discussions on environmental sustainability, Case studies encourage critical thinking and problem-solving skills as learners analyze evaluate and propose solutions, OMT postgraduate students perceive the relevance and applicability of environmental case studies in enhancing professional development for OMT postgraduate students, Case studies provide practical applications of sustainable office practices, such as energy-efficient technologies and green office spaces, and case studies present real-life scenarios, allowing learners to apply theoretical knowledge to practical situations. This findings is in agreement with the view of Kolb *et al.*'s (2014) ^[6] who opined that another merit associated with case study method of teaching is the that student can apply and test their perspectives and knowledge in line with the tenets of "experiential learning model". In line with Farashahi and Tajeddin (2018) ^[4], depicts that as a pedagogical strategy, case studies allow the learner to integrate theory with real-life situations as they device solution to the carefully designed scenarios. The researcher is of the view of case studies allow postgraduate students to draw from their own experience leading to development of higher-order thinking and retention of knowledge. This is due to the of the hypothesis testing of significance difference as t-calculated is lower than the t-critical value.

Extent technological-based learning tools enhance professional development of OMT postgraduate students.

Findings from table 2 which was for research question two showed Technological-based learning tools enhance Professional Development which means students believe interactive contents modules enhance engagement and understanding, Technical support services, including helpdesks and troubleshooting resources to ensure timely assistance for students encountering technical difficulties are made available, Adaptive learning tailor contents to individual needs, providing personalized learning experiences effectively to students, Educators integrate real-world case-studies, simulations, or projects that demonstrate the practical utility of technological tools in office management contexts, TBL tools enhance the ability of OMT postgraduates to adapt to evolving workplace technologies and software platform, Introductory training sessions or tutorial on relevant software applications are incorporated into the curriculum and this help students build confidence and competence Collaborative tools (online forums, virtual classrooms, collaborative document editing) in promoting teamwork and communication skills are effective. This finding is in agreement with the view of Ohakamike-Obeka (2016) ^[7], observed the following environmental deficiencies in Nigerian schools leading to poor environmental teaching and learning experiences; that many schools, especially those in urban located areas where there is a busy movement and activities of many people causing noise pollution, have dilapidated buildings with leaking roofs and cracked walls. In line with Ohakamike-Obeka (2016) ^[7] opined that technology can be used as both a teaching, tutoring and learning tool which promote development of critical skills and problem-solving skills among learners. In the same view with Ohakamike-Obeka, (2016) ^[7], and Ezyschooling (2024) ^[3] depicts that technology has made communicating with others easier than ever, which is important in today's corporate environment where many organizations are still working from home and face to face interaction is nominal. The researcher is of the view that. This is due to the fact that there is no significant difference in the mean response of OMT

postgraduate students of Rivers State University and Ignatius Ajuru University of Education on the extent technological-based learning enhance professional development.

Conclusion

Based on the data analysis in the study, findings and discussion made the researcher concluded that there is no significant difference in the mean response of OMT postgraduate students of Rivers State University and Ignatius Ajuru University of Education on the extent case-studies enhance professional development. Also the researcher concluded that Technological-based Learning Tools Enhance Professional Development Postgraduate Students which are Students believe interactive content (videos, simulations, interactive modules) enhances engagement and understanding, Technical support services, including help desks and troubleshooting resources to ensure timely assistance for students encountering technical difficulties are made available, Students resist adopting new technological tools due to familiarity with traditional teaching methods or fear of technology and students have access to necessary technological devices or reliable internet connections, adaptive learning tailor contents to individual needs, providing personalized learning experiences effectively to students, educators integrate real-world case studies, simulations, or projects that demonstrate the practical utility of technological tools in office management contexts, Technological-based learning tools enhance the ability of OMT postgraduate students to adapt to evolving workplace technologies and software platforms. Introductory training sessions or tutorials on relevant software and applications are incorporated into the curriculum and this helps students build confidence and competence and Collaborative tools (online forums, virtual classrooms, collaborative document editing) in promoting teamwork and communication skills are effective are on a high extent.

Recommendations

- Case study approach should be utilized by lecturers to provide insights into different perspectives, helping OMT postgraduate students develop empathy and a broader understanding of issues leading to the development of higher-order thinking and retention of knowledge.
- Lecturers should adopt technological learning tool because it tailors contents to individual needs, providing personalized learning experiences effectively to students.

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