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## **ASSESSMENT OF CHALLENGES OF NEW TECHNOLOGIES IN BUSINESS EDUCATION IN COLLEGES OF EDUCATION IN SOUTH SOUTH NIGERIA**

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### **Abstract**

*The study examined new technologies and its challenges in the delivery of business education programme of Colleges of Education in South South Nigeria. Civilization brought new technologies in education that could match the global skills, competitiveness in the labour market, thereby bridging the digital divide. Two research questions guided the study. descriptive survey design was adopted. The population comprised of 362 business educators. simple random sampling technique was used to select A structured questionnaire with 20 items was used for data collections. The instrument was validated by two lecturers in business education. The reliability of the instrument yielded co-efficient index of 0.83. Mean and standard deviation were used to analyze the research questions. Findings revealed that inadequate funding, poor infrastructure and insufficient skilled manpower constitute major challenges in utilizing new technologies in Colleges of Education in South South Nigeria. The findings also reveals that many Colleges of Education in South South Nigeria pay lip-service to technological know-how in their school thereby depriving the students of the accrued benefits of technologies. It was recommended that new technologies such as computers, over-head projectors, video conferencing, internet connectivity and adequate power supply for the programme.*

**Keywords:** *connectivity, business education, technology, development.*

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### **Introduction**

Information and Communication Technologies (ICTs) are generally accepted as a modern instrumental tool that enables the educators to modify the teaching methods hence educational institutions around the world adopted ICT as a

method of teaching as well as offering ICT related academic programs (Al-Ammary, 2012). It was on the basis of this that Abdulla, Al-Hawaj and Twizell, (2013) observed that the use of ICT in the teaching and learning in most schools is critical to make learners learn better and teachers to teach well. It ensures transactional instructional communication where the teacher manages the human materials, time and space to make sure that instructional conditions help in drawing student's attention to stimulation and recall stimulus thereby improving performance (Balash, Yong and Bin-Abu, 2011).

Business Education is a group of specialized courses that are concerned with the acquisition, development and inculcation of proper skills, competencies, norms and values which are necessary for the efficiency of the economic system. Ajayi (2010) opined that teaching of business education had gone beyond the teacher standing in front of a group of students and disseminating information to them without the students' adequate participation. The researcher posited that with the aid of ICT, lecturers can take students beyond traditional limits, ensure their adequate participation in teaching and learning process and create vital environments to experiment and explore this new development is a strong indication that the era of teaching without ICT skills are gone. Any lecturer with adequate and professional skills in ICT utilization will definitely have his students perform better in classroom learning. Ajayi (2010) further explained that the use of these facilities involves various methods which include computer software, internet, spreadsheet.

Computer Software/facilities is a collection of computer programs and related data that provide the instructions for telling a computer what to do and how to do it. In other words, software is a conceptual entity which is a set of computer programmes, procedures and associated documentation concerned with the cooperation of data processing system (Adeniran, 2012). Hawkins (2014) listed different types of computer software that can be used by lecturers in teaching accounting as; Microsoft office packages, internet explorer, adobe reader, skype, Mavis beacon.

Spreadsheet (excel) is a package commonly used to perform line calculations which is a basic accounting task. Spreadsheet according to Roderick (2017) is designed to contain data in a tabular format that supports both in line and summation calculations, replacing the need for special or scientific calculator. Ofodu (2017) opined that with spreadsheets, students can create charts and graphs and different views from same data. He emphasized that with spreadsheets, one can use add-ons to mind the data and create models and financial forecast. With the use of external data, one can import data from different data into another sheet. Excel is integrated with many popular accounting software applications by using wizards that ship with your preferred accounting software package to map

### **Internet**

Internet is an acronym for international network for communication and it is the newest and fastest growing part of the age of information technology. (Ajayi, 2010). The internet is the world-wide publicly accessible network of interconnected computer networks that transmit data by packet switching using the standard Internet Protocol (IP). According to Akudolu (2013), internet is a worldwide collection of millions of computers that are inter-connected to support communication. This form of e-learning facility practically depends on wireless and computer to function effectively. According to Okeke (2011) internet is an electronic exchange, a most rapidly changing, visible, dynamic and ever-growing facility that electronically connects people, ideas and messages irrespective of distance and time. UNESCO (2009) asserted that an instructional use of internet for e-learning necessitates moving beyond traditional pedagogy to adopt new and more facilitative practices. Moreover, business educators should embrace and use the internet in order to meet the expectations needed in the next generation (Roderick, 2017).

Development according to World Bank (2012) is a system integration and planned approach to improve the effectiveness of an individual which includes

the progress made by a person which may involve intellectual or conceptual growth along with practical performance. This shows that development has to be well organized, planned and articulated, idea change, upgrading, application and expression development enhances the learners in achieving optimum potentials and capabilities in business education before the end of the programme and utilized to actual situations at either local or foreign scenes.

### **Challenges of Information and Communication Technology (ICT) Facilities in Teaching and Learning Business Education**

The use of Information and Communication Technology in business education is burdened with several challenges. Some of these challenges are as follows:

- In Nigeria the education is completely underfunded. The government investment for ICT growth in colleges of education is totally low, as observed by the ratio of students per computer (Ezeugbor and Nwachukwu, 2011). The Nigeria economy is poor and helpless to finance the complete utilization of ICT in our colleges of education as means of teaching. The poor state of the economy has adversely affected the educational growth and development of the country. Due to poor funding, the challenge of weak infrastructure was given birth to. Some colleges of education have a formidable obstacle to the use of information and communication technology, infrastructure deficiencies. Computer equipment was made to function with other infrastructure such as electricity under "controlled condition". Nigeria having difficulty in providing stable and reliable electricity supply to every nook and cranny of the rural areas without success.
- **Unreliable and inadequate electricity supply** is an obstacle to the use of ICT in our institutions. Towns and Cities in Nigeria where institutions of learning are located do not have constant supply of electricity and some do not have access to electricity at all, especially the rural areas. This greatly affected the use of ICT in our institutions of learning.

Anujeonye (2016) Affirmed that when electricity supply is not stable and constant, it is difficult to keep hightechnological equipment functioning thereby denying the use of ICT and other electricity devices in teaching and learning process.

- There are acute shortage of qualified teachers in the field of system operation, software and network administration for effective use of ICT in our institutions of learning, World Bank (2012) asserted that low education level, literacy levels, lack of awareness about the capability of technology and absence of skills to develop and use ICT application represent significant obstacles to adoption even when the physical infrastructure are available. Successful integration of ICT in our institutions depends on availability of qualified teachers to enhance creativity and effectiveness. Federal Republic of Nigeria (2013) Affirmed that there is scarcity of teachers with requisite ICT Qualifications and few University Professors engage in ICT due to poor facilities for teaching and learning.
- One of the challenges with the use of Information and Communication Technology (ICT) in the teaching and learning of business education is the high cost of procurement and maintenance of ICT facilities and accessories. Nigerian institutions are not properly funded to enable them procure, install and maintain the ICT equipment/facilities and accessories for effective use in respective institutions. FRN (2013) observed that there is high cost of imported ICT hardware, peripherals and software. The conference further added that only two companies in Nigeria assemble computers and no company presently in Nigeria engaged in the manufacture of computer parts and peripherals which is the major component part of ICT. To effectively implement information and communication technology (ICT) in business education programme, policy makers at all levels of governance in the country need to develop political will and commitment to increase budgetary allocations for

education. Increased in financial allocations and judicious and judicious use will lead to the provision of essential information and communication technology equipment, instructional packages, implementation and maintenance of the ICT equipment.

- Another obstacle to the use of information and communication technology is inadequate infrastructures in colleges of education. Such facilitating structures include computers, instructional packages and equipment (Imeh, Jeremiah and Ime, 2010). Slow internet connection at the other hand, has negatively affected both business education teachers and students from using ICT facilities in effective teaching and learning in our colleges of educations of higher learning. According to Ezeugbor and Nwanchukwu (2011), ICT provides students and teachers with practical and functional knowledge of computer, internet and other associated areas.

Despite this awareness of the capabilities of ICT, the effect of these new information communication technologies facilities in the field of accounting is yet to be explored. Hence, a fundamental motivation of this research was to provide a conceptual framework of the impact of ICT facilities in teaching accounting courses Federal College of Education in South South Nigeria.

### **Statement of the Problems**

This study focuses on the impact of Information Communication Technology facilities in teaching of business education. Teaching and learning process in business education in Colleges of Education in South South Nigeria is still at crudest form. Lecturers are still relying on textbooks information and class verbalization due to the general poor attitude towards innovation. Lecturers believe that government has neglected education.

### **Purpose of the Study**

The purpose of the study was to assess the challenges of Information and Communication Technology (ICT) facilities in teaching business education in South South Colleges of Education in Nigeria. Specifically, the study seeks to assess the:

1. Challenges encountered by business educators using computer software in teaching business education in South-South Colleges of Education in Nigeria
2. Challenges encountered by business educators in the use of internet in teaching business education in South-South Colleges of Education in Nigeria.

### **Research Questions**

The following research questions were formulated to guide this study:

1. What are the Challenges encountered by business educators using computer software in teaching business education in South-South Colleges of Education in Nigeria.
2. What are the Challenges encountered by business educators in the use of internet in teaching business education in South-South Colleges of Education in Nigeria.

### **Methodology**

The study adopted descriptive survey design. The population of this study comprised of 362 business educators. Twenty (20) structured questionnaire titled assessment of challenges of new technologies in business education Questionnaire (ACNTBEQ) was used for data collection. The instrument was validated by two lecturers in business education.

The questionnaire has two sections; section A comprised personal data of the respondents and section B which comprised of 20 questionnaire items. The instrument has a four point rating scale, ranging from SA – Strongly Agree (SA)

4points Agree (A) 3points, Disagree (D)2points and Strongly Disagree (SD)1point .the decision was based on mid-point for the scales which was 2.50. therefore only the mean score above 2.50 were accepted while mean score below 2.50 was regarded as disagree. The data collected were analyzed using mean score.

The reliability of the instrument was obtained using test-retest method. Ten (10) copies of the validated copies of questionnaire was administered to 10 lecturers in Business Education, School of Business Education, Nwafor Orizu College of Education, Nsugbe, Anambra State. And after about two weeks interval the same instruments was administered to the same group of people. The data collected was analyzed using Pearson Product Moment correlation to ascertain the reliability of the instrument. The instrument yielded a coefficient of 0.83 which showed that the instrument was reliable as both showed the same result

## DATA ANALYSIS AND INTERPRETATION OF RESULTS

Research Question 1: What are the challenges of using computer software in teaching business education?

**TABLE 1:** Mean rating on the challenges of using computer software in teaching business education

S/N	Item	SA	A	SD	D	X	Decision
1	Teachers have negative attitude towards utilization of computer software	60	70	107	120	2.16	Disagree
2	Inadequate man power	122	120	60	60	2.83	Agree
3	Not exposing lecturers to use new technologies	130	100	82	50	2.85	Agree
4	Lack of integration of new technologies into Instruction.	128	125	78	31	2.95	Agree



5	Inadequate computer peripherals.	135	120	88	19	3.02	Agree
6	Poor power supply	210	100	34	18	3.38	Agree
7	Lack of assistance by laboratory assistance.	40	42	150	130	1.97	Disagree
8	Poor network service.	165	140	27	30	3.22	Agree
9	Lack of motivation	37	60	162	103	2.08	Disagree
10	Insufficient time allocation to practice	145	132	45	40	3.05	Agree

**TABLE 2: Mean rating on the challenges of using internet facilities in teaching business education?**

S/N	Item	SA	A	SD	D	X	Decision
1	Poor power supply	150	130	65	17	3.14	Agree
2	Equipment/facilities too expensive	170	110	42	40	3.13	Agree
3	Poor network coverage	190	85	67	20	3.22	Agree
4	Insufficient fund for data purchase	112	185	40	25	3.07	Agree
5	Lack of requisite skills	205	115	20	22	3.38	Agree

6	Inadequate exposure to internet facilities	149	118	63	32	3.06	Agree
7	Manpower development	165	138	39	20	3.23	Agree
8	Lack of access to internet	80	98	59	125	2.54	Agree
9	Lack of retraining of staff	128	120	90	24	2.97	Agree
10	Unavailability of resources	160	110	50	42	3.07	Agree

### Discussions and findings

This study revealed that the inclusion of new technologies in the teaching and learning of business education in Colleges of Education have affected the utilization of ICT due to global changes. Business educators agreed that some strategies would be used to ensure effective utilization and application of new technologies in teaching and learning of business education as to enhance the quality of the programme such as adequate man power, adequate power supply funding and procurement of new technology tools, infrastructures and enough computers.

The study found out that new technologies as identified by business educators were not properly utilized.

The findings also reveals that business educators agreed some problems hinders the effective utilization of new technology tools in delivering business education courses and these include; inadequate equipment, inadequate man power, poor power supply. The result therefore agreed with the above findings that there is lack of proper funding.

### Conclusion

The Findings revealed that inadequate funding, poor infrastructure and insufficient skilled manpower constitute major challenges in utilizing new

technologies in Colleges of Education in South-South Nigeria. So the result showed that due to non-availability of new technologies business educators face challenges in making effective use of the tools in delivering business education, therefore resulting to low skilled teachers and students which is the negative objective of ICT.

### Recommendation

The following are recommended to proffer solutions to the challenges encountered by lecturers in using new technologies to teach business education.

1. New technologies such as computers, video conferencing, internet connectivity, constant power supply adequate man power should be in adequate supply for the programme.
2. Government should provide funds for procurement of new technology tools.
3. Lecturers should be given opportunities for development and retraining.
4. ICT should be included in Colleges of Education curriculum.

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