ASSESSMENT OF THE USAGE OF NEW TECHNOLOGIES IN THE TEACHING AND LEARNING OF BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION IN DELTA STATE

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Abstract
This study was designed to assess the usage of new technologies in the teaching and learning of business education programme in Delta State colleges of education. Three research questions were raised to guide the study and a hypothesis tested at 0.05 level of significance. The population of the study comprised 144 respondents who are business education lecturers from all colleges of education in Delta State. Data for the study were collected by means of a structured questionnaire. The reliability of the validated questionnaire was 0.84 which was done using Pearson’s product moment correlation coefficient. Mean and t-test were used to analyze the data. The result of the data analysis showed serious inadequacy of funding and non utilization of new technology facilities in teaching and learning of business education programme the study after conclusion recommended among others: that government should provide adequate fund for the procurement of new technology facilities, that teachers should also upgrade their skills on the new method of instruction for effective utilization of these technologies in teaching and learning.

Keywords: Information and Communication Technology (ICT), new technologies, business education

Introduction
Education is seen as a document per excellence in preparing citizens for effective roles in the society. One form of education that equips its recipients to adapt to the changing world of work is business education. According to the American Vocation Association (AVA) in Osuala (2009), business education is a vocational education programme for office careers, self empowerment, education that leads to employability and advancement in office occupation and general business education, a programme to provide students with information and competencies which are needed in managing personal and business affairs and in using the services of the business world for business
education programme to remain relevant in providing the needs of individuals and that of the society. If business education should serve this purpose of providing the needs of learners and the society, there should be continuous review in its curriculum in order to ensure that the quality of education provided is in line with the changes in the world of business. This review of the curriculum will be to integrate new technologies that can help in passing the desired and required skills to the learner to make him/her employable and as well relevant in the ever-changing business environment.

Business education as an integral part of vocational and technical education is a form of vocational education according to Idialu (2013) that is directed towards developing the learner to become productive in leading, paid employment and self-employment. Amoor and Udoh (2008) noted that business education plays a significant role in the economic development by providing knowledge into others and handled sophisticated office technologies and information systems. The goal of business education is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work (Odunaike & Amoda, 2008).

The introduction of Information and Communication Technology (ICT) which is one of the new technologies in business education makes learning and teaching increasingly flexible, multitasking and performance base. Since educational institutions exist for the purpose of teaching and learning, human and material resources are deployed for this purpose. Information and Communication Technology (ICT) are the material resources provided for teachers and students to optimize their productivity in the teaching and learning process. According to Asabiaka (2013) the realization that the transfer of knowledge does not take place in the four walls of the classroom from the teacher to the students but rather that learning takes place through discovery, exploration interaction with the internal and external environment has necessitated the creative and innovation development of teaching and learning facilities and equipment which reflect these changes.

Information and communication technology is a form of technology that helps to educate illiterates in information and communication process. According to Egboka and Olibie (2014) it includes a combination of computers, videos, CD-Rom, floppy disc, laptops, cell phones, intranet and internet in which the possibility for an interactive approach is offered. It also includes other electronic devices used in communication. The technological changes in business education are basically from (ICT) driven and in order to keep abreast of this change there must be a restructuring in the knowledge and skills given to the learners/students in business education. The use of typewriter is almost going into extinction as the computer is fast taking over.
The importance of ICT to teachers of business education cannot be over emphasized. The need for these equipment and facilities (ICT) in our tertiary institutions is to facilitate teaching and learning as well as:-

1. To enable the teachers and students to have the chance of experiencing new technology for efficient and effective teaching and learning. The use of floppy disk which has the capacity to make an average written text or images of 33000 in pages of foolscap paper and the use of CD-Rom which can contain texts or images filled into 1800 floppy disk. These marvelous technological improvements indeed need to be appreciated (Eze, 2010).

2. To create enabling forum for both teachers and students to be connected into the global electro-mechanical world.

3. To integrate information technology into the mainstream of education and training.

4. To empower the teachers/students with ICT skills and prepare them for global competitiveness.

Eze (2010) advised that teachers of business education should possess ICT skills if they are to grow professionally and remain relevant in the modern era. This is in line with the statement made by Osuala (2004) that business educators must remain aware of the changing scene in word processing with the ever increasing technological development and advancement in order to achieve the stated objectives of ICT and also to ensure quality in the teaching and learning of business education programme.

Statement of the Problem

The need for the usage of new technology in the 21st century is no longer a new thing. ICT have taken over the entire affairs of man and all areas of academic endeavour of which lecturers in business education department in Colleges of Education in Delta State are not exempted.

According to Chika in Balogun (2003) teaching facilities help to stimulate interest and ensure mobility and continuity to the teaching and learning process. Therefore, business education teachers/lecturers should possess the ICT skills to keep abreast with the new technologies and competently teach these skills to the students in order to generate greater students’ interest in learning and enhance retention of ideas. This study therefore seeks to assess the level of usage of the new technologies cutting across other technologies that are involved. However, the question is; Are lecturers aware of the new technologies? And to what extent have they been adopted in the teaching and learning of business education programme?
Purpose of the Study

The main purpose of this study is to assess the usage of new Technology in the teaching and learning of Business Education Programme in Colleges of Education in Delta State. Specifically the study will:

1. Identify factors affecting the usage of the new technology in colleges of education in Delta State.
2. Find out whether these new technologies are adopted in teaching and learning of business education.
3. Find out the effectiveness of these new technologies as instructional materials in teaching and learning business education programme.

Research Questions

The following research questions guided the study

1. What are the factors affecting the usage of the new technologies in teaching and learning of business education in colleges of education in Delta State?
2. To what extent do lecturers use or adopt these new technologies in teaching and learning of business education?
3. To what extent has the use of computer is help as instructional materials in business education programme?

Hypothesis

There is no significant difference between the mean rating of male and female lecturers on the utilization of new technologies in teaching and learning business education in colleges of education in Delta State.

Method

The study adopted descriptive survey method. The population for the study comprised 144 business education lecturers in all the four (4) Colleges of Education in Delta State. A four-point scale questionnaire varying from very great extent, great extent, little extent and no extent were used to elicit information from the respondents. The questionnaire was validated by two lecturers in Measurement and Evaluation and one lecturer in Business Education from Federal College of Education (Technology) Asaba. The instrument was pilot tested to determine the reliability. By the use of split-half method and Pearson Product Moment Correlation coefficient or 0.84. The administration and collection of copies of the questionnaire was done by the researchers through the help of the Deans of School of Business Education in each College. Mean was the main statistical tool to analyze the data. Any item that had a mean score from 2.50 and above was considered as adequate as in table I and great extent as in table II. The t-test statistical tool was used to test the null hypothesis at 0.05 level of significance.
Result

Research Question 1
What are the constraints affecting the usage of the new technologies in teaching and learning of Business education programme?

Table 1: Mean rating of teachers on finding the constraints on the usage of new technologies in teaching business education.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Constraints of the Technology</th>
<th>Mean (X)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inability of Business Education teachers to obtain fund to procure laptop and other related</td>
<td>2.37</td>
<td>Not Adequate</td>
</tr>
<tr>
<td></td>
<td>new technological gadget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sponsorship from tertiary institutions for acquisition of new technology to Business teachers</td>
<td>2.03</td>
<td>Not Adequate</td>
</tr>
<tr>
<td>3</td>
<td>Provision of security measures for new technology equipment acquired in tertiary institutions</td>
<td>3.83</td>
<td>Adequate</td>
</tr>
<tr>
<td>4</td>
<td>Provision of internet facilities</td>
<td>3.68</td>
<td>Adequate</td>
</tr>
<tr>
<td>5</td>
<td>Cost of airtime for assessing internet facilities in tertiary institutions</td>
<td>3.96</td>
<td>Adequate</td>
</tr>
<tr>
<td>6</td>
<td>Enough facilities for data analysis, e-commerce</td>
<td>2.13</td>
<td>Not Adequate</td>
</tr>
<tr>
<td>7</td>
<td>Research facilities such as e-library</td>
<td>2.25</td>
<td>Not Adequate</td>
</tr>
<tr>
<td>8</td>
<td>Constant electric power supply to use new technology for teaching and learning</td>
<td>2.30</td>
<td>Not Adequate</td>
</tr>
<tr>
<td>9</td>
<td>Provision of grants and support from philanthropist for provision of new technology</td>
<td>2.25</td>
<td>Not Adequate</td>
</tr>
<tr>
<td>10</td>
<td>Funding of adequate new technology in tertiary institutions by the government</td>
<td>2.35</td>
<td>Not Adequate</td>
</tr>
</tbody>
</table>

The data presented in table 1 revealed that items 3, 4, and 5 scored above 2.50 showing that adequate security, internet facilities and cost of airtime for internet facilities are adequate. The remaining seven items score below 2.50 indicating inadequate funding for the usage of new technologies in teaching and learning of business education programme in colleges of education in Delta State.
Table 2: Respondents mean scores on the extent of use of new technologies in teaching and learning of Business education programme.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Extent of Usage</th>
<th>Mean (X)</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Television/Video Machine</td>
<td>2.65</td>
<td>Great Extent</td>
</tr>
<tr>
<td>2</td>
<td>Internet Access</td>
<td>3.72</td>
<td>Great Extent</td>
</tr>
<tr>
<td>3</td>
<td>Video Conferencing</td>
<td>2.40</td>
<td>Little Extent</td>
</tr>
<tr>
<td>4</td>
<td>CD-Rom</td>
<td>3.75</td>
<td>Great Extent</td>
</tr>
<tr>
<td>5</td>
<td>Database</td>
<td>2.43</td>
<td>Little Extent</td>
</tr>
<tr>
<td>6</td>
<td>Ms word windows</td>
<td>2.91</td>
<td>Great Extent</td>
</tr>
<tr>
<td>7</td>
<td>Clever board</td>
<td>2.15</td>
<td>Little Extent</td>
</tr>
<tr>
<td>8</td>
<td>Overhead projectors</td>
<td>2.21</td>
<td>Little Extent</td>
</tr>
<tr>
<td>9</td>
<td>Scanners</td>
<td>2.41</td>
<td>Little Extent</td>
</tr>
<tr>
<td>10</td>
<td>Smart board</td>
<td>2.01</td>
<td>Little Extent</td>
</tr>
</tbody>
</table>

In table 2, item 1, 2, 4 and 6 obtained mean rating above 2.50. This shows that Television/Video machine, internet access, CD-Rom and Ms word windows were used to a great extent for teaching and learning of business education in Delta state Colleges of education. The remaining eight items scored below 2.50 meaning that the listed new technologies have not been used in teaching/learning of business education.

Table 3: Respondents’ mean rating on the extent computer is used as instructional material to facilitate learning.

<table>
<thead>
<tr>
<th>S/N</th>
<th>items</th>
<th>Mean (X)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computer enhances understanding of course content</td>
<td>3.12</td>
<td>Great Extent</td>
</tr>
<tr>
<td>2</td>
<td>Use of computer helps learners to learn at their own pace</td>
<td>3.00</td>
<td>Great Extent</td>
</tr>
<tr>
<td>3</td>
<td>Use of computer as instructional resource helps to increase students’ interest in learning</td>
<td>3.04</td>
<td>Great Extent</td>
</tr>
<tr>
<td>4</td>
<td>It helps to simplify complex ideas and at time provide clear view of object to the student</td>
<td>3.05</td>
<td>Great Extent</td>
</tr>
<tr>
<td>5</td>
<td>It also helps in retention of the course taught</td>
<td>3.02</td>
<td>Great Extent</td>
</tr>
</tbody>
</table>

From Table 3, items 3-5 from the respondents show that the use of computer as instructional material to facilitate the teaching of business education programme is relatively to a high extent. The items are used at a great extent.

Test of Hypothesis

Table 4: t-test Analysis of the rating of male and female lecturers on the usage of new technology in teaching and learning of business education programme.
The result of the t-test analysis shown in Table 3 indicate that the calculated value 0.25 is less than the t-critical value of 1.96 at 0.05 level of significance. On the basis of the result, the null hypothesis of no significance is accepted.

**Discussion of Findings**

The result of the study revealed that most of the requisite new technology facilities in tertiary institutions have not been adequately provided in business education department in tertiary institutions. This development confirms the reasons for poor performances of business graduates to poor funding by the government and support from some philanthropists for the provision of modern technology equipment (Bongoton & Onyenwe, 2010; Ajoma, 2008)

From the findings, the government is also expected to provide modern/new ICT laboratories, e-library and other related new technology facilities which helps in facilitating teaching and learning process. This is in line with views of Adegbesan (2010) who asserted that in order to establish quality in Nigeria educational system, the government need to provide all the necessary educational needs. Hence, where government and tertiary institutions fail to highly empower their teachers to integrate new technology in policy implementation, they also fail to enhance the capability of the teachers to do their job and help students to learn more effectively in this technology era.

**Conclusion**

Many global issues have called for increased emphasis on the use of new technology for teaching and learning in tertiary institutions. Hence, many nations of the world such as USA, Europe and other developed countries have provided adequate new technology facilities and empowered their staff to use them in order to facilitate teaching/learning activities. On the other hand, this is not the case in Nigeria, especially the DeltaState colleges of education.

Based on the findings of the study, it is concluded that lecturers of business education could not carry out their teaching assignment effectively as a result of inadequate funding to procure most of the new technology facilities.

**Recommendation**

Based on the findings, the following recommendations are made

- Government should provide enough funds to educational system to necessitate the provision of new technology facilities in schools.
- The curriculum of business education programme should also be reviewed to reflect the current development and technological changes in the country.
• Educational institution authorities should provide requisite new technologies for effective instructional task management for business education.
• Teachers should endeavour to always upgrade their skills on new methods of instruction and knowledge to improve on their performance.
• Teachers should be acquainted with the new technologies for effectiveness and efficiency in teaching and learning process.
• The curriculum planners in education should not only make ICT as a discipline but also as an aspect which involves its application in education e.g. Computer aids instruction and computer Aided manufacturing (CAM).

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