



## **CHALLENGES OF THE USE OF NEW TECHNOLOGIES IN TEACHING OF BUSINESS EDUCATION COURSES IN TERTIARY INSTITUTIONS IN RIVERS STATE, NIGERIA**

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### **Abstract**

*The study addressed the challenges in the use of new technologies for teaching business education courses in tertiary institutions in Rivers State. The study highlighted the objectives of business education, new technologies in business education and the challenges of using new technologies in teaching business education courses. Survey research design was adopted for the study. The population consisted of 111 business educators drawn from the three tertiary institutions offering business education programme in Rivers State. The study undertook complete enumeration; hence, there was no sample. The instrument used for data collection was a structured questionnaire titled: Assessment of Challenges on Utilization of Modern Technologies in Business Education Programme Questionnaire (ACUMTBEPQ). The data collected were analyzed using Mean ( $\bar{x}$ ) and Standard Deviation (SD), while *t*-test was used to test the two null hypotheses at 0.05 level of significance. The study found that there were various factors challenging the use of new technologies in teaching business education courses, ranging from epileptic nature of electric power supply to poor funding of business education programme. Finally conclusion and recommendations were made.*

**Keyword:** *New Technologies, Business Education, Challenges, Tertiary Institutions.*

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### **Introduction**

Many global issues have called for increased emphasis on the use of new technologies for teaching and learning in tertiary institutions all over the world. These include greater information access, greater communication via electronic facilities, synchronous learning, increased co-operation and collaboration, cost effectiveness and pedagogical improvement through simulations, virtual experiences and graphic representations (Owenbuigie, 2017). The use of these new technological gadgets seems to make teaching and learning a little bit easier, concrete real and more result-oriented. The use of new technologies is a departure from the conventional approaches of instructional delivery (curriculum implementation) in the education system. According to Nwana (2012), the main purpose of e-learning is to transform the old methods and approaches to curriculum implementation and not to silence the curriculum or to extinguish or erase the contents of curriculum. The holy book (bible) teaches that God sent not his son into the world to condemn the world; but that the world through Him might be saved (John 3:17). As Christ did not come to the world to abolish the law, rather that the world would be saved through Him, in the same vein, the purpose of e-learning is to transform the old methods and approaches to curriculum implementation and not to silence the curriculum.

Technology literally is referred to scientific knowledge. At this scientific era, technology is eminent seeming ubiquitous, touching almost all spheres of life, offices, education, hospitals among others. Redmann and Kostrik (2008) defined technology as the making, modification, usage and knowledge of tools, machines, techniques, crafts, systems and methods of organization in order to solve a problem, improve a pre-existing solution to a problem, achieve a goal, handle an applied input or output relation or perform a specific function.



New technologies are the modern technological devices recently invented to ease or facilitate communication. To this, Nwajiaka (2003) posited that new technology involves all the sophisticated machines and equipment invented around 21<sup>st</sup> century for easy gatherings, processing and transmission of information across the globe and for easy communication between people. Madu, Obidi and Genevive (2015) believed in the performance of modern technology, hence, stated that when technology is properly used, it will help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy.

Tertiary institution also referred to as tertiary education is the level of education after secondary education. It is referred to as the third-level, third stage or post-secondary education. It is the educational level following the completion of a school providing a secondary education. The World Bank (2019) defines tertiary education as including universities as well as trade schools and colleges.

Tertiary education are the education level beyond the secondary school level especially education at the colleges of education, Polytechnics and University levels. They include both Federal and State Governments owned tertiary institutions. Tertiary education generally culminates in the issue and receipt of different certificates according to their level and nature. For example Nigeria Certificate in Education (NCE), diplomas and academic degrees by the colleges of Education, Polytechnics and Universities respectively.

Business education programme is an educational programme found in vocational technical education (VTE). Its aim according to Ugwoke (2011) is to prepare individuals for careers in business and also to be intelligent economic consumers of goods and services. Business education has been defined by Okoro (2016) as a study of new technologies in business and the acquisition of skills, attitudes, understanding and knowledge, leading to occupations in various sections of the people's economic and social lives. These and all other definitions of business education centre on the acquisition of skills that will enable the learner on graduation become saleable by gaining either paid employment or establishing a business and become self-reliant.

This type of education like other VTE aspects has intensified emphasis in skills acquisition for its graduates with the view to enhancing their capabilities for self-employment. The knowledge the students or learners acquire in this field enables them function successfully in the business world. One would deduce from the definitions that the programme goes ahead to equip the learners with the skills and competencies to establish and run the business successfully and not only having the knowledge of the nature of the enterprise. Such skills expected from the business education programme among others include creativity skills, problem-solving skills, inter-personal relation skills among others. Solomon (2003) held that these skills are essential for enterprises as they enable individuals to add value to their existing products and efficient utilization of scarce resources to achieve optimum profit.

The incorporation of new technologies in education especially in business education programme is to make teaching and learning process easier, stimulating and result-oriented. However, new technologies in curriculum implementation or instructional delivery are relatively new innovation in Nigerian education system. Utilization of new technologies in teaching and learning of business education programme in Nigeria has some inherent challenges. According to Achugbue (2011), new technologies in business education programme have posed many challenges to business



educators in Nigeria. These challenges include among others: epileptic electric power supply. Most of these new technologies are powered by electricity therefore electricity has to be constantly available for effective functioning of these technologies. The epileptic nature of electricity power supply in Nigeria is a major concern in the use of new technologies in teachings and learning business education courses. Worryingly, Okala (2005) condemned the epileptic nature of electric power supply and also the high cost of running a standby generator. According to Oyadongham and Eke (2011), for the past fifteen years, Nigeria has been having difficulties in providing stable and reliable electricity supply to every nook and cranny of the country without success. Corroborating this, Amiaya (2014) affirmed that currently, there is no part of the country which can boast of electricity supply for 24 hours a day except probably areas where government officials live. Since electricity power supply is not reliable in the country, instructional delivery can always be distorted using technological facilities. This is true because when these technologies could be put in use, the light may go off thereby disrupting teaching process. Akasi and Nwabuofo (2016) strongly believed that constant power failure may constitute a problem to the teachers because this instructional equipment cannot function without electricity. Most of the schools *are* plagued with the problem of lack of regular power supply without which the adequately provided UPS cannot function. Olowookere and Iyiola (2016) declared that where there is no alternative power supply such as generator or inverter, lectures are distorted once the power is switched off.

Unstable internet network service is a bane to the progress and growth of the use of modern technologies in teaching process. Internet network service in Nigeria is poor and unreliable. One of the major challenges the internet users especially business educators are facing is the incessant interruption of the internet network services. This to a great extent challenges the use of new technologies in teaching process in business education. Many a time, when there is need for 'the use of these new technologies such as internet for browsing and other things the network may either be slow or not available. This situation disrupts teaching and learning processes. Iyiola (2013) being worried about the challenges inherent in the use of new technologies in education, lamented that cyber crimes and other social vices associated with the use of ICT in education generally is worrisome. Okoro (2016) stressed that the internet users have developed eye problems because of constant and continuous usage and hence have reverted to use of eye glasses.

Many business educators are not ICT literate, hence they fail in using ICT both during their lessons and in the preparation of lesson. Business educators should be 'made to be placed on constant training on the ICT programme. Lack of this, has made most of the business educators deficient in the use of new technologies in teaching business courses. According to Nagel (2013), the key among all the challenges in the use of new technologies in teaching and learning business education programmes is lack of suitable professional development for business educators who are required to integrate the new technologies into classroom practices.

Mac-Ikemenjima (2005), Jegede and Owolabi (2008) and Okoli and Wagbara (2016) stated that there is dearth of trained teachers for e-learning. Akasi and Nwabuofo (2016) added that there is lack of adequate trained personnel, and the few business educators that are currently available are not well trained on the use of these equipment and there is no adequate training programme for them. Nedum-Ogbede (2016), corroborating Okoli and Wagbara (2016) stated that there are few business



educators with knowledge of the use of new technologies, hence, inadequate qualified lecturers and personnel in some options of business education have posed a big challenge to the learning and teaching of business education courses using the new technologies. This however has brought about dearth of technological knowledge and development on the part of business educators on the use of new technologies in teaching business courses. When one is not adequately trained, he will have nothing to offer.

Evidences are abound for lack of business educators' training and proficiency in ICT. To this, Bongotons and Onyenwe (2010) asserted that although, there are business teacher educators available, they lack pre-requisite ICT competency and this hinders the ability to effectively direct teaching and learning. It is really becoming very worrisome in carrying out instructional delivery in business education programme as most of the business educators are deficient in the use of new technologies.

Funding of higher education in Nigeria is the sole responsibility of the federal government, while state and local governments are responsible for post primary and primary education respectively. Funds are needed for human, material and other resources to run the system. In recent times, government of Nigeria is no more paying much attention on funding of education in the country. Analyzing funding 'of education in Nigeria and other countries, Okejim (2008) stated that the analysis of the budgets at the local, state and federal levels and a comparison with international standards showed that the budgets for education in Nigeria fall far below acceptable standards. Oduleye (2005) stated that one of the major problems now facing Nigerian tertiary education is the issue of under-funding and misspending. The author further stated that government priority to education is still very low, consequently, funding of higher education by the government is declining.

Business education programmes have not been adequately funded and this has incapacitated the institutions to purchase needed modern equipment for their typing rooms (Fadare, 2014). Iyiola (2013) advanced that inadequate funding of business education programmes leads to lack of ICT infrastructure in most institutions of higher learning. Iyiola buttressed this point by saying that where there is inadequate ICT infrastructure for the teaching of students, they do more of theory than practical which may not enable them to be highly competitive in the labour market. Ekoh (2016) believed that lack of adequate funds to equip the classrooms with multimedia-capable internet connected computers in schools, challenges the use of new technologies in teaching and learning business education programmes. Eko further stated that business education classrooms are not adequately equipped with appropriate and relevant innovative equipment/facilities for teaching and learning. Kashorda (2013) held that educational institutions in Nigeria are not adequately funded by the government or any other funding institutions hence, there is limited penetration of the national physical telecommunication infrastructure into rural and low income areas. The inadequate funding of business education programmes has brought an untold challenges in the use of new technologies in teaching and learning business courses.

There are other obvious challenges militating against the effective use of new technologies in teaching and learning of business education courses in tertiary institutions in Rivers State. One of such factors is people's unyielding attitude to change. Naturally, most people are adamant and conservative in nature. This gives them the tendency to prefer an existing or traditional situation to any new innovation or change. According to Olowookere and Iyiola (2016), resistance to change from traditional (pedagogical methods to more innovative technology-based teaching and learning is critical factor in education. One common attitude inherent in human beings is that of resistance to change. Some business educators are still adamant to the introduction of new technologies into business education programme. The inability of these teachers to embrace this new introduction has



affected the effective utilization of new technologies in business education. By this, Nedum-Ogbede (2016) stated that since modern office has since transited from the manual operations, through mechanical and then to the present electronic era, some business educators are still finding it cumbersome to adapt to the rapidly changing techniques and new equipment in the work place. Ekoh (2016) added that there is business educators' disinterest or phobia about innovative pedagogy, stressing that most business educators are settlers (*people* who appreciate stability and do not want heroic efforts to become an everyday requirements). Human beings including business educators are sometime recalcitrant to change in attitude, and because they are recalcitrant to change, they seldom yield to new introduction. Akasi and Nwabufu (2016) hold that majority of the practicing business educators in the country still hold on to traditional methods of teaching. They believe that the utilization of the instructional facilities will displace them of their normal duties.

Poor maintenance culture of Nigerians challenges the use of new technologies in teaching and learning processes. These machines and facilities are not locally produced, rather imported from foreign countries. This has made their spare parts and technician not common or easily available in Nigeria. This makes repairs and maintenance of these machines very difficult. To this, Akasi and Nwabufu (2016) held. that the maintenance/repair of most of the instructional equipment is not locally available. The implication of this is that any minor fault will result to shipping of the equipment abroad.

The cost of acquiring these new technologies is high. Cost of any commodities to, a greater extent determines the demand and acquisition of such commodity. Economists make all to understand that price is a determinant of demand and supply of goods and services. Therefore, it can be said that price which is cost is a function of demand and supply. This can be linked to Kashorda (2013) who asserted that cost is also an important factor that guides the adoption and growth of ICT in a country. Otobo and Makeri-Yahaya (2002) stated that the new technologies are expensive to procure hence limiting their availability and utilization in the teaching and learning of business education programme. Bello, Oludele and Ademiluyi (2016) noted that the problem most often noted by educationists is concerned with cost of procurement and maintenance of ICT equipment and facilities. Inadequate of these technological facilities and their poor maintenance hampers their use in teaching business education courses.

Inconsistency in government policies on education may affect the use of new technologies in instructional delivery in Nigerian education system. In line with this, Iyiola (2013) stated that government policies and programmes on ICT may not be favorable for the education programme. Tinio (2002) identified educational policy and planning, infrastructure, language and content, capacity building and financing as the key challenges in the use of ICT in education.

### **Statement of Problem**

One of the reasons of integrating new technology into the education programme is to improve the quality of education and expand access to education. It is to make teaching a little bit easier, real and interesting. Most educational disciplines have integrated the use of the new technologies into the system including business education. Unfortunately, the programme is seriously challenged by the new technologies. Could these challenges be of inadequate availability of the facilities, epileptic electric power supply, poor internet network service, untrained personnel, poor funding and so-on.

When these new technologies are to be used in teaching, other facilities are either out of service or slow in operation like electric power and network service. Sometimes, no competent business educator to manipulate the equipments. These and other factors contribute in making the use

of new technologies unreliable, disappointing at the time of need, thereby disrupting teaching process.

If these challenges facing the effective utilization of ICT in teaching business education courses are not brought under check, there is the possibility that the implementation of business education curriculum will be seriously hampered leading to the use of traditional pedagogical approach. Based on this, the study assessed the extent of these challenges in the utilization of new technological resources in the teaching of business education courses in tertiary institutions in Rivers State.

### **Purpose of the Study**

The main purpose of the study was to assess challenges on the use of new technologies in teaching business education courses in tertiary institutions in Rivers State. Specifically, the study assessed the extent to which;

- epileptic electric power supply influences the use of new technologies in teaching business education course in tertiary institutions in Rivers State
- poor or unstable network service influences the use of new technologies in teaching business education courses in tertiary institutions in Rivers State.
- inadequate ICT trained personnel influences the use of new technologies in teaching business education courses in tertiary institutions in Rivers State, and
- inadequate funding of business education programme influences the use of new technologies in teaching business education courses in tertiary institution in Rivers State.

### **Research Questions**

- To achieve the purpose of the study, the following research questions guided the study;
- To what extent does epileptic electric power supply influence the use of new technologies in teaching business education courses in tertiary institutions in Rivers State?
- To what extent does poor network service influence the use of new technologies in teaching business education courses in tertiary institutions in Rivers State?
- To what extent does inadequate ICT trained personnel influence the use of new technologies in teaching business education courses in tertiary institutions in Rivers State?
- To what extent does poor funding influence the use of new technologies in teaching business education courses in tertiary institutions in Rivers State?

### **Hypothesis**

*The following null hypotheses were tested at 0.05 level of significance.*

- H<sub>01</sub>: There is no significant difference between the mean score of business educators in Universities and those in Colleges of Education on the challenges on the use of new technologies in teaching business education courses in tertiary institutions in Rivers State.*
- H<sub>02</sub>: There is no significant difference between the mean score of business educators in Federal and State tertiary institutions respectively on the use of new technologies in teaching business education courses in Rivers State.*

### **Method**

*Descriptive, survey design was adopted to determine the challenges to the use of new technologies in teaching business education courses in tertiary institutions in Rivers State. The population of the study comprised 111 business educators in all the tertiary institutions offering*

business education programme in Rivers State. The entire population was studied; hence, there was no need for sample. The instrument used for data collection was a structured questionnaire divided into two sections, A and B made up of 24 items. The four response categories used were Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instrument was validated by two lecturers versed in research knowledge. Pearson's Product Moment Correlation (PPMC) method was used to test the reliability of the instrument and a reliability coefficient of 0.93 was obtained indicating the internal consistency of the instrument. The researcher with the help of two research assistants administered and retrieved the instrument from the respondents. The data collected were analyzed with the Arithmetic Mean ( $\bar{x}$ ) and Standard Deviation (SD) to answer the research questions and the hypotheses were tested using t-test at 0.05 level of significance. The null hypothesis ( $H_0$ ) was retained if the t-value was less than the t-critical value of 0.05. However, if the t-calculated value was greater than t-critical value, null hypothesis ( $H_0$ ) rejected.

## Results

### Research Question One

To what extent does epileptic electric power supply influence the use of new technologies in teaching business education courses in tertiary institutions in Rivers State?

**Table 1:** Responses on the extent epileptic power supply influenced the use of new technologies in teaching.

S/N	ITEMS	VHEHE	LE	VLE	$\bar{X}$	Rmk
1.	Extent of influence of; Unsteady electric power supply in teaching business education courses using new technology				3.25	High Extent
2.	Vandalization of electrical installation in teaching business education courses using new technology				3.14	High Extent
3.	Teaching business education courses using new technology				3.21	High Extent
4.	Teaching business education courses using new technology				3.27	High Extent
<b>Mean of means (X)</b>					<b>3.22</b>	<b>High Extent</b>

The mean ( $\bar{X}$ ) of means of 3.22 shown in Table1 simply implies that respondents agreed that all the four items highlighted are evidence that epileptic power supply challenges the use of new technology in teaching business education courses. This is true because the grand mean of 3.22 is greater than the criterion mean of 2.50.

### Research Question Two

To what extent does poor network service influence the use of new technologies in teaching business education courses in tertiary institutions in Rivers State?

**Table 2:** Response on the extent poor network service influences the use of new technologies in teaching business education courses.



S/N	ITEMS	VHE	HE	LE	VLE	X	Rmk
1.	To what extent does; Unavailable network service hampers teaching business education courses using new technologies?					3.05	High Extent
2.	Epileptic or unstable network service influences teaching business education courses using new technology?					2.67	High Extent
3.	Slow network service affect the use of new technologies in teaching business education courses?					2.89	High Extent
4.	Internet network failure disrupts teaching process?					2.89	High Extent
<b>Mean of means (X)</b>						<b>2.88</b>	<b>High Extent</b>

The data presented in Table 2 reveal that the mean scores of all the items range from 2.67 to 3.05 with a mean of means of 2.88. This indicates that the respondents rated all the four poor network services at a high extent by business educators as challenging the use of new technologies in teaching business education coursed in tertiary institutions in Rivers Sate.

### Research Question Three

To what extent does inadequate ICT trained personnel influence the use of new technologies in teaching business education courses in tertiary institutions in Rivers State?

**Table 3:** Response on extent of influence of inadequate ICT Trained Personnel

S/N	ITEMS	VHE	HE	LEVLE	X	Remark	
1.	To what extent does; Inadequate training opportunities for business education ICT influence teaching of business education courses?					3.30	High Extent
2.	Incompetency of the business educators to utilize man ipulate available facilities disturbs the use of new technologies in teaching business education courses in your school?					3.11	High Extent
3.	Lack of adequate on-going professional development for business education courses using new technologies?					3.20	High Extent
4.	Business education teachers' negative attitude to new approaches affect teaching business education courses?					2.86	High Extent
<b>Mean of means (X)</b>						<b>3.07</b>	<b>High Extent</b>

Table 3 shows a mean of means of 3.07 implying that the respondents agreed that all the four items are to high extent evident that inadequate ICT trained business educators challenges the teaching process of business education courses in Rivers State tertiary institution, using new technologies.

**Research Question Four**

To what extent does poor funding influence the use of new technologies in teaching business education courses in tertiary institutions in Rivers State?

**Table 4:** Responses on the extent poor funding influence the use of new technologies teaching business education courses.

S/N	ITEM S	VHEHELE	VLE	X	Rema rk
1.	To what extent doe s; Inadequate fun ding affected provision of technolo gical facilities for tea ching bu siness education courses?			2.85	H igh Extent
2.	Inadequate tra ining o f programme s fo r busin ess educators influences the use of new technolog ies in teaching busine ss education co urses?			2.93	H igh Extent
3.	Inadequate fun ding caused staff de motiva tion and no n-committed to the ir job (du ties) influe nced the use o f new technologie s in teaching busine ss education co urses?			2.91	H igh Extent
4.	Poor maintenance culture of teaching equip ment influen ced the use of ne w te chno logie s in teaching business edu cation courses?			3.14	H igh Extent
<b>Mea n o f me ans (x)</b>				<b>2.96</b>	<b>H igh Extent</b>

Data in Table 4 reveal that mean of means of 2.96 indicating a high government inadequate funding of education. That respondents rated business education funding at a Very Low Extent (VLE) in Rivers State.

**Hypothesis One**

There is no significant difference between the mean score of business educators in universities and those in colleges of education on the challenges in the use of new technologies in teaching business education courses in tertiary institutions in Rivers State.

**Table 5:** T-test Analysis of the mean ratings of respondents in universities and colleges of education in Rivers State on the use of the technologies in teaching education courses (SPSS)

Variables	N	X	SD	STANDARD ERROR X
Universities	73	98.0411	13.93979	1.63153
College of Education	38	97.7308	13.89475	2.25403

**Hypothesis Two**

There is no significant difference in the mean score between business educators of federal and state tertiary institutions on the challenges in the use of new technologies in teaching business education courses in Rivers State.

**Table 6:** T-test Analysis of Federal and State Tertiary institutions using SPSS

<b>VAR 00002</b>	<b>N</b>	<b>X</b>	<b>SD</b>	<b>STANDARD ERROR X</b>
Federal	38	97.7308	13.89475	2.25403
State	73	98.0411	13.93979	1.63153

**Table 7:** Independent sample tes

	Leven's test for equality of variances		t	df	Sig. (2-tailed)	X diff	Std error diff	95% confidence of the diff.	
	F	Sig						Lower	Upper
VAR 0001									
Equal Variances assumed	003	957	.109	109	.913	.30425	2.78541	-5.21633	5.82484
Equal Variances not assumed			.109	.75305	.913	.30425	2.78254	-5.23848	5.84699

There is no significant difference because the P-Value at 2-Tailed of analysis of .913 is greater than the chosen alpha of 0.05. Therefore, the null hypothesis is hereby accepted (retained).

**Discussion of Findings**

The findings of the study revealed that epileptic electric power supply to a high extent influenced the use of new technologies in teaching business education courses in tertiary institutions in Rivers State. This finding is in consonance with the assertions of Akasi and Nwabufo (2106) who stated that constant power failure may constitute a problem to the teachers because these instructional equipment cannot function without electricity. On the same vein, Olowookere and Iyiola (2016) highlighted that where there is no alternative power supply such as generator or inverter lectures are distorted once the power is switched off.

The study also found that poor internet network service disrupts teaching process with the use of new technologies. This finding is in agreement with the opinion of Iyiola (2013) who being worried about the challenges inherent in the use of new technologies in education, lamented that cybercrimes and other social vices associated with the use of ICT in education generally is worrisome. Okoro (2016) opined that many internet users have developed eye problems because of constant and continuous usage.

In the third research question, it was observed that most business educators are deficient in the use of new technologies in teaching business education courses. This finding is in line with the opinions of Mac-Ikemejina (2005) Jegede and Owalabi (2008) and Okoli and Wagbara (2016) who stated that there is dearth of trained teachers for e-learning. Nedum-Ogbede (2016) stated that there are few business educators with knowledge of the use of new technologies, hence, inadequate qualified lecturers or trained personnel in some departments of business education in our institutions have posed a big challenge in the learning and teaching of business education courses using the new technologies. In line with the finding is the assertion of Bongotons and Onyenwe (2010), which is however not different from other stated opinions; that although there are business teacher educators available but they lack pre-requisite ICT competency and this hinders the ability to effectively direct



teaching and learning. Nagel (2013) put it that the key among all the challenges in the use of new technologies in teaching and learning business education programme is lack of suitable professional development for business education who are required to integrate the new technologies into classroom practices.

The finding in the fourth research question revealed that inadequate funding of business education programme challenges the use of new technologies in teaching business courses in tertiary institutions in Rivers State. The finding is in consonance with the saying of Iyiola (2013) that inadequate funding of business education programme leads to lack of ICT infrastructure in most institutions of higher learning. Ekoh (2016) corroborating with Iyiola (2013) stated that lack of adequate funds to equip the classrooms with multimedia-capable internet connected computers in schools, challenges the use of new technologies in teaching and learning business education programmes.

However, from the findings of the hypotheses tested at 0.05 level of significance it revealed that, there is no significance difference in the Mean scores on the challenges in the use of new technologies between the business educations in the Universities and those in Colleges of Education in Rivers State. It was also revealed that there is no significant difference in the Mean scores on the challenges in the use of new technologies in teaching business education courses by the business educators in Federal and State tertiary institutions in Rivers State.

### **Conclusion**

The study assessed the views of business educators in tertiary institutions in Rivers State on the challenges on the use of new technologies in teaching business education courses, the study revealed several factors challenging the use of new technologies in teaching business education courses in tertiary institutions in Rivers State. Such challenges among others include epileptic power supply prevalent in Nigeria, poor internet network service, inadequate ICT trained personnel, poor funding of business education programme and so on.

The study however concluded that though the use of new technologies in instructional delivery makes teaching and learning more concrete, real and result oriented. It is found to enhance and facilitate teaching process. But there were inherent challenges which sometimes disrupt teaching and learning process using new technologies.

### **Recommendations**

Based on the findings, the following recommendations are made:

The institution/government should endeavour to provide functional standby generating plant to ensure stable and steady electric power supply to avoid disruption of lesson when using new technologies.

Business educators should develop more awareness and interest in the use of new technologies in teaching process.

Adequate training programme should be organized to train and retrain business educators in the use of new technologies for effective instructional delivery.

Government and other stakeholders NGOs, TETFund should ensure there is adequate provision of these new technologies in tertiary institutions especially in business education.

Business educators should be adequately and duly motivated to arouse people's interest in the use of new technologies in teaching process.

Educational sector should be adequately funded and sufficient amount allocated to business education programme in order to acquire these new technologies, maintain them and sustain the programme.



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