



## PROBLEMS AFFECTING UTILIZATION OF NEW TECHNOLOGIES IN TEACHING AND LEARNING BUSINESS EDUCATION COURSES IN TERTIARY INSTITUTIONS IN RIVERS STATE

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### **Abstract**

*This study determined problems affecting utilization of new technologies in teaching and learning Business Education courses in tertiary institutions in Rivers state. One research question guided the study. Descriptive survey design was adopted for the study. The population and sample of the study was made up of 94 business educators in the three tertiary institutions in Rivers State offering Business Education. A four points rating scale questionnaire titled “perceived problems affecting utilization of new technologies in teaching and learning Business Education courses in tertiary institutions in Rivers State” with the options, very serious challenge (VSC), serious challenge (SC), minor challenge (MC) and very minor challenge (VMC) and contains 10 items was used for the study. The data collected were analyzed using mean and standard deviation to answer the research question and determine the closeness of the respondents' views. The results of the study revealed that inadequate exposure of Business educators to new technology, rapid evolvement of software, inadequate provision of new technology, lack of technical supports for new technology utilization, resistance to use new technology in teaching and learning, poor state of the provided new technology, lack of access to internet connectivity; epileptic power supply and poor knowledge of applying new technology in teaching and learning are serious challenges affecting the utilization of new technology in teaching and learning Business Education courses. It was also discovered that inadequate skills for utilization of new technology is a minor challenge affecting new technology utilization in teaching and learning Business Education courses in tertiary institutions in Rivers State. Based on the findings, it was recommended among others that: Business Education administrators in tertiary institutions should organize annual train the trainer workshop for business educators on the use of technologies to drive teaching and learning.*

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## **Introduction**

New technologies in teaching and learning Business Education have become prominent discourse in many conferences and workshops. This is truth considering the number of conferences centred on new technologies in business education. For instance, the Association of Business Educators in Nigeria (ABEN) conferences of 2011, 2013, 2015, 2017 and the current one have main or sub-theme focusing on issues relating to new technology in the programme. The driving force behind this continuous attention is based on the fact that the use of technologies in Business Education is capable for making the programme accessible to large recipients and producing the needed manpower of 21<sup>st</sup> century ICT driven business world (Bolarinwa & Adeola, 2012).

The integration of new technologies in teaching and learning Business Education depends on several factors. Zhao and Cziko (2001) outlined three conditions that are necessary for the effective integration of technology in education as teachers' knowledge of the effectiveness of the technologies, teachers understanding that the use of the technologies will not interfere with attaining the course objectives, and teachers' competence to exercise controls over the use of the technologies. This means that the teachers are primary factor if effective integration of new technology in education is to be possible, hence, Business Education teachers are determining factor when it comes to effective integration of new technologies in the programme. This is why the regulatory bodies; the National University Commission (NUC, 2007), National Commission for Colleges of Education (NCCE, 2012) and National Board for Technical Education (NBTE, 2007) all emphasized the need for computer literate lecturers in their minimum standard for Business Education courses.

The application of new technologies in teaching and learning Business Education is not only guaranteed by the employment of computer literate lecturers. It is also influence by the availability of the appropriate new technologies needed for teaching and learning of the courses. Ozuruoke and Abdulkarim (2016) opined that the application of new technologies such as: internet, web 2.0, cloud computing devices, computer system and others in education is ensured through the provision of adequate functional needed technologies. However, there are other factors that can also influence the successful integration of new technologies in business education. These factors include steady supply of electricity, relevance of the technology, and proper understanding of the functionality of the technology functionality (Onojetah, 2014).



Earlier researches on availability of new technologies for teaching and learning Business Education reported mixed results. For instance, Bolarinwa and Adeola (2012) reported that computer technologies are available and being integrated in Business Education; while Egbri (2012) reported inadequate provision of essential technologies for Business education programme. Owenvbiugie and Ojewale (2014) also reported that new technological equipment needed for teaching Business Education subjects are not adequately provided. Onojetah (2014) also reported that new technologies needed for teaching and learning Business Education such as video conferencing devices, ipad, internet, intranet and business educators' blog are unavailable.

Many researchers have concentrated on the utilization of new technologies in business education. For instance, Onyesom and Utoware (2012) discovered low utilization of new technology tools in Business Education which has left a great deal of instructional and administrative functions to be done manually and traditionally. Akude and Ebenezer (2012) in their study on application of ICT in teaching and learning in state owned colleges of education in south-south, Nigeria, also discovered low utilization of ICT facilities by the lecturers. Owenvbiugie and Ojewale (2014) conducted a study on the utilization of new technology equipment in teaching business subjects in secondary schools in Oyo State. Findings from this study also revealed that the utilization of new technological equipment is not encouraging.

There are numerous researches on the problems or challenges affecting the utilization of technologies in teaching and learning as well as challenges relating to skills related to the use of technologies in Business Education. For example, Keengwe and Onchwari (2008) identified two categories of challenges affecting technology utilization education which they tagged 'external' and 'internal' barriers. The authors further external barriers to include but not limited to: lack of ICT facilities, the provision of unreliable ICT facilities, lack of technical support and other resource-related issues; while the internal barriers include but not limited to: organization internal culture, teachers' about teaching with technology, and personnel openness to change. Supporting this, Nwokocha (2004) noted that some Business educators in tertiary institutions preferred their obsolete ideas of teaching using talk and chalk method and have refused to accommodate changes in the profession emanating from new technology integration. Olajide, Afolabi, Abidoye



and Olojo (2012) discovered: inadequate funding, lack of basic technological skills among academic staff, poor power supply, lack of technology maintenance personnel, poor standard of technology equipment, and high cost of updating and procuring new technology hardware and software as the challenges hindering the successful utilization of ICT in teaching and learning. Igberaharha (2014) reported that inadequacy of qualified and experienced lecturers in the use of new technologies, epileptic electric supply, lack of continuous in service training, and being adamant of change are challenges of utilizing new technologies in teaching and learning of Business Education. Amadi and King (2018) reported that inadequate infrastructure and facilities, lecturers' fear of technological innovations, lack of access to personal computers, and erratic power supply affecting the development of technology related skills in Business Education. Consequently, it is paramount to note that if Business Education programme must produce technological savvy graduates for the 21<sup>st</sup> century labour market, lecturers must utilize new technologies in the teaching and learning Business Education course. However, a situation where utilization is found to be below expectation disturbs the mind and calls for investigation into problems affecting utilization of new technology in Business education.

### **Statement of the Problem**

The call to embrace new technology in teaching and learning has continued to receive stakeholders' attention. Consequently, financiers of tertiary institutions in Rivers State are spending huge financial resources yearly to procure and equip Business Education programme with new technologies such as: internet, intranet, whiteboard, digital duplicating machines, video conferencing technology and other business interactive technologies, in computer laboratory, model office, and classrooms. Unfortunately, there is observable low level of utilization of the available technologies in teaching and learning business education. This prompted the question: what factors or problems are hindering adequate utilization of provided new technologies in teaching and learning business education in tertiary institutions in Rivers State. This question moderated the study to provide empirical for objective remedial actions by relevant stakeholders.

### **Purpose of the Study**

The main purpose of this study was to determine from lecturers the problems affecting utilization of new technologies in teaching and learning Business Education courses in Rivers State tertiary institutions.



### **Research Question**

The following research question guided the study:

- I. What are the problems affecting utilization of new technologies in teaching and learning Business Education courses in Rivers State tertiary institutions?

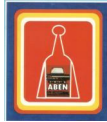
### **Method**

The descriptive survey research design was adopted for this study. The survey research design was adopted because it attempted to elicit the opinions of respondents used for the purpose of the study. Azuka (2010) noted that when opinion of respondents are to be collected on subject matter, survey research design is the most appropriate to be used. The population for this study was made up of 96 lecturers from the three tertiary institutions offering Business Education in Rivers State. The population breaks down as shown Rivers State University, Port-Harcourt 11, Ignatius Ajuru University of Education, Port-Harcourt 57, and Federal College of Education (Tech.), Omoku 28 (Source: Nominal Roll of Academic Staff from the institutions 2019). There was no sampling technique used as the population was of manageable size. All the 94 Business Educators were used as the sample of the study.

The researcher developed instrument titled “Perceived Problems Affecting Utilization of New Technologies in Teaching and Learning Business Education Courses in Tertiary Institutions in Rivers State (PPAUNTTLBECTIRS)”. The instrument contains 10 items on a 4 points rating scale of: Very Serious Challenge (VSC), Serious Challenge (SC), Minor Challenge (MC) and Very Minor Challenge (VMC).

The instrument (PPAUNTTLBECTIRS) was subjected to validation by two experts, one expert of Educational Measurement and Evaluation, and one expert of Business Education all from Rivers State University, Port-Harcourt. The experts' comments and input were used for the modification of the final copy of the instrument, to ensure that it measures the intended attributes.

To determine the reliability Cronbach Alpha test was computed using the responses from 10 Business Education lecturers from Niger-Delta University, Bayelsa State who were not part of the study. The computation gave a reliability index of 0.86 which means that the instrument was reliable as recommended by Gill and Johnson (2010) who stated that a reliability index of 0.70 to 1 are considered to be adequate and acceptable for most research instruments. The data collected were analyzed using descriptive statistics of mean and standard deviation to answer the research questions.



## Results

### Research Question

What are the problems affecting utilization of new technologies in teaching and learning Business Education courses in Rivers State tertiary institutions?

**Table 1:** Summary of Mean Scores on the Problems Affecting Utilization of New Technologies in Teaching of Business Education courses in Tertiary Institutions

*N= 96*

S/N	Items	Mean	SD	Remark
1.	Inadequate training in the use of new technology	2.75	0.46	SC
2.	Rapid evolvement of software	2.52	0.63	SC
3.	Inadequate skills for utilization of new technology	1.98	0.76	MC
4.	Resistance to use new technology in teaching and learning	2.06	0.46	SC
5.	Poor state of provided new technology	2.43	0.50	SC
6.	Lack of access to internet connectivity	2.31	0.56	SC
7.	Erratic power supply	2.28	0.63	SC
8.	Inadequate provision of new technology	2.54	0.46	SC
9.	Poor knowledge of utilizing new technology for teaching and learning	2.48	0.71	SC
10.	Lack of technical supports for new technology utilization	2.53	0.54	SC

*Source: Field Survey, 2019*

Table 1 shows that the respondents agreed that inadequate training in the use of new technology, rapid evolvement of software, inadequate provision of new technology and lack of technical supports for new technology utilization, resistance to use new technology in teaching and learning, poor state of provided new technology, lack of access to internet connectivity, epileptic power supply and poor knowledge of new technology for teaching and learning are serious challenges with mean scores of 2.75, 2.52, 2.54, 2.53 2.06, 2.43, 2.31, 2.28, 2.48 and standard deviation of 0.46, 0.63, 0.46, of 0.46, 0.50, 0.56, 0.63, 0.71 and 0.54 respectively shows the closeness of the respondents' views that items are serious challenges. The respondents also agreed that Inadequate skills for utilization of new technology is a minor challenge affecting new technology utilization in teaching Business Education courses with mean score of 1.98.

### Discussion

The results show that inadequate training in the use of new technology, rapid evolvement of software, inadequate provision of new technology, lack of technical supports for new technology utilization, resistance to use new technology in teaching and learning, poor state of provided new technology, lack of access to internet



connectivity; epileptic power supply and poor knowledge of new technology for teaching and learning are serious challenges affecting the utilization of new technology in teaching and learning Business Education, while inadequate skills for utilization of new technology is a minor challenge affecting new technology utilization in teaching Business Education courses.

These findings are supported by the findings of Olajide, Afolabi, Abidoye and Olojo (2012) when the authors discovered: lack of basic technological skills among academic staff, poor power supply, lack of technology maintenance personnel, poor standard of technology equipment, and high cost of updating and procuring new technology hardware and software as the challenges hindering the successful utilization of ICT in teaching and learning. The findings are also supported with the discovery of Igberaharha (2014) who reported inadequacy of qualified and experienced lecturers in the use of new technologies, epileptic electric supply, lack of continuous in service training, and being adamant of change as challenges of utilizing new technologies in teaching and learning of Business Education. The findings are also in line with the findings of Amadi and King (2018) who reported inadequate infrastructure and facilities, lecturers' fear of technological innovations, lack of access to personal computers, and erratic power supply as challenges affecting the development of technology related skills in Business Education. However, it is worth noting that while most of these studies support the findings of this study, none of the earlier studies have reported how serious such challenges were as reported in this study. Therefore, the seriousness of the challenges identified point to the actual reason why the available new technologies in tertiary institutions in Rivers State are not utilized in teaching and learning of Business Education courses.

### **Conclusion**

Based on the findings this study, it can be concluded that the advantages that come with the utilization of new technologies in teaching and learning Business education courses such as: the promotion of individualized instruction, the support for learners to learn at their own pace and time and the development of technological related skills demanded by today's technological oriented business world cannot be achieved through Business Education programme offered in tertiary institutions in Rivers State. This is because lecturers cannot utilize the available technologies to guarantee the advantages accruable to human capital developed through technological oriented Business education programme due to the serious challenges of inadequate training in the use of new technology, rapid evolvement of new technology software, inadequate provision of new technology and lack of technical



supports for new technology utilization which are seen as very serious challenges affecting utilization of new technology in teaching and learning Business Education courses are administrative related problems. Hence, the need to address these challenges if Business Education programme offered by tertiary institutions in Rivers State are to meet the technological oriented manpower required of today's labour market.

### **Recommendations**

Based on the findings of this study, the following recommendations were put forward for implementation:

- i. Business Education administrators in tertiary institutions in should organize annual train the trainer workshop for business educators on the use of technologies to drive teaching and learning.
- ii. Business Education administrators should ensure the connectivity of all business educators' offices and the programme's computer laboratories to the wireless or wired internet network to encourage collaborative teaching and research in Business education.
- iii. Business Education administrators should employ technical support staff to provide technical supports and maintain new technologies meant for teaching and learning Business Education courses.
- iv. Business educators should embark on personal development programme aimed at improving their knowledge and skills for utilization of new technologies in teaching and learning Business Education courses.
- v. Business Education administrators should install solar energy as complementary source of electricity when there is power failure and generator is not standby for technology utilization.

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