



PERCEIVED CHALLENGES OF INTEGRATING MODERN TECHNOLOGIES IN TEACHING AND LEARNING BUSINESS EDUCATION COURSES IN RIVERS STATE UNIVERSITIES

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Abstract

This study assessed perceived challenges of integrating modern technologies in teaching and learning Business Education courses in Rivers state universities. Three objectives, research questions and hypotheses guided the study. The study adopted a descriptive survey design, and the population was eight hundred and sixty four (864) respondents. Taro Yemene formula was used to determine a sample size of four hundred and fifteen (415) respondents from the study population covering Business Education lecturers and final year students of Rivers State University and Ignatius Ajuru University of Education. The instrument for data collection was two sets of self-structured questionnaire titled questionnaire for Lecturers on Perceived Challenges in Integrating Modern Technologies in teaching Business Education Courses (PCIMTTBEC) and questionnaire for students on Perceived Challenges in Integrating Modern Technologies in learning Business Education Courses (PCIMTLBEC). Five point rating scale of Very High Extent to Very Low Extent for research question one and Strongly Agreed to Strongly Disagreed for research question two and three was used to elicit information from the respondents on the questions posed in the study. Cronbach Alpha reliability co-efficient method was used for reliability test which yielded 0.76 and 0.79 for lecturers and students. Mean and Standard Deviation were used to analyze the research questions while z-test was used to test the hypotheses. Findings from the study revealed that insufficient modern technological equipment, lack of lecturer's interest in use of modern technologies integration, lack of constant power supply, maintenance and technical problems are the major challenges affecting the integration of modern technologies in universities. Based on the findings, conclusions and recommendations made among others includes that for modern technologies to be integrated into teaching and learning effectively, government should ensure proper training and retraining of business education lecturers and provide relevant modern technological tools and facilities.

Keywords: *Challenges, Teaching, Learning, Business education, Modern technologies.*



Introduction

Modern technologies are those contemporary instructional materials that are capable of processing, storing, printing, retrieving, communicating, connecting, transmitting, transforming, accessing, disseminating information in an accurate and faster manner to both the teachers, students and the society at large. The term "modern technology or technologies" according to Jegbefume, Utebor and Kifordu (2014), originated from earlier terms such as information technology (IT) and information and communication technology (ICT), which deal with accessing, gathering, manipulating and making available or communicating information. Modern technologies are simply an advancement of old technology. The impact of technology in modern life is immeasurable, because we use technology in different ways which at times, do more damage than good in the way we implement it. Modern technologies have brought a lot of changes in the way things are done nowadays. It has succeeded to change the way our society operates, learns, communicates, conducts business and even carry out day to day activities. Modern technologies are made up of information and communication technology (ICT), represented by several tools like computers, internet, general system of communication (GSM), world-wide web (WWW), teleconferencing and video conferencing devices. Others include; smart board, e-learning centre, search engines, goggle, e-library and projectors (Ebisine, 2011). Other new technologies areas are; Course management system, instant message (IM), Podcast, blogs, E-portfolio , Zoetrope (collect and manage research), Collaborative Authorizing, Social Network tools and Book-marking tools It also includes multimedia that combines sounds, images graphics and video that are used in the teaching and learning process.

Onyesom and Utoware (2012) posited that; the emergence of modern technologies in teaching and learning has revolutionized the entire education system. Integrating modern technologies into the classroom instruction means more than just teaching basic computer skills. It entails four key components of learning; active engagement, participation in groups, frequent interaction and feedback, and finally connection to real world experts. Many institutions fail to integrate modern technologies into teaching and learning. There is general shortage of skilled manpower to manage modern technological equipment/facilities effectively in higher institutions. Without experts to handle these facilities, some of them will be rendered redundant and this obviously, can jeopardize the efforts of users. In some cases where equipment is available, the technicians to handle them are either not available or incompetent to operate it. Training and re-training of the academic and supportive staff is not regularly carried out to update their knowledge. Also, resistance to change by some lecturers is a great problem to technology development. It has also been noted that



the ever-present problem with the Nigeria lecturers is their resistance to change. *Poor policy implementation, lack of maintenance culture, corruption in education system, poor students background before admission and unqualified teachers are some of the challenges of integrating modern technologies in teaching and learning Ukata and Silas-Dikibo (2018).* Despite the change in the educational systems all over the world, some Nigerian lecturers still prefer to hold on to their traditional methods of doing things. Their failure to embrace the latest skills, methods and techniques of carrying out research work, negatively impact on their research capability. However, effective integration requires a transformation process where all stakeholders are involved to re-examine their existing structures and practices. If universities and colleges are to successfully adopt the use of modern technologies for teaching and learning, many more than minor adjustments in current practice will be required. Indeed, the effective use of technology requires a revolution in thinking about teaching and learning.

The challenges of improving the use of modern technologies in teaching and learning show that there is lack of well-articulated educational policy by the Nigerian government. More attention is given to other sectors than to education. These posing challenges are discussed below:

One of the consequences of poor funding of education is dilapidated infrastructure. Modern technological infrastructure in institutions of higher learning is grossly inadequate and generally weak. There is a dearth of modern equipment, the old ones when available, are no longer serviceable because the manufacturers have long faded them out of their production lines. Network studios, E- libraries, desktop/laptops are ill-equipped and obsolete, educational facilities are difficult to replace if not impossible.

The prevalent epileptic power supply cannot support the use of modern technological tools for teaching and learning. Poor electricity supply in the country is endangering the growth of the critical sectors of the economy in which the education sector is not singled out. In the education sector, only a trickle of daily electricity production reportedly goes in to the country's 93 higher institutions of learning (Odiegwu, 2009). The situation is still the same today and has no doubt, rendered modern technological equipment dysfunctional especially the ICT systems- The results and effects is that some tertiary institutions engage the use of generators which on their own, are expensive and environmentally unhealthy.

It is important for all stakeholders in the institution to know the existing modern technological facilities and services and their importance in relation to their specific



tasks. Lack of awareness goes along with attitude. Positive attitude towards modern technological tools should be widely recognized as a necessary condition for their effective implementation. Active involvement of all stakeholders in the implementation process is a key to addressing awareness and attitude problem. This can be achieved by organizing awareness programmes, visits to similar institutions that have succeeded, trainings and retraining can contribute to raise the awareness and change the attitude of stakeholders towards facilities and services.

The commitment and interest of the top management and other leaders at every level is the most critical factor for successful implementation of the use of modern technologies. Administrative support is critical to the successful integration of modern technologies into teaching and learning processes. Administrators can provide the conditions that are needed, such as incentives and resources. Administrators themselves must be competent in the use of the technology, and they must have a broad understanding of the technical, pedagogical, administrative, financial, and social dimensions of modern technologies in education.

Technical support is an important part of improving the use of modern technologies. This includes issues like installation, operation, maintenance, network administration and security in education system. In most cases however, technical support is not available, which implies that trainers and students require some basic troubleshooting skills to overcome technical problems when using modern technologies. Appropriate strategies should be in place to ensure that integration of modern technologies in teaching and learning process goes together with the recruitment, training, retaining and retention of required staff.

Improving the use of modern technologies in teaching and learning does not only deal with introduction of new hardware and software, but both lecturers and the students have to adopt new roles, and change their behaviors and ways of teaching and learning with modern technologies. As Onyesom (2014) noted training and workshops are needed not only to improve the skills of the instructors, but also as a means of getting them involved in the process of implementing and integrating ICTs in the quality and quantity of teaching, learning and research in conventional and distance educational system as a result of quantum benefits.

Ezenwafor (2012) opined that modern technologies for teaching and learning in business education programme must include;

- a) Using broadcast materials or CD Rom for information collection and storage
- b) Using micro-computers with soft-ware applications to write or produce documents.



- c) Skillful keyboarding
- d) E-mail and messaging
- e) Internet browsing using search engines, windows messenger, yahoo chat room etc.
- f) Using opaque, projectors, slide projectors and multimedia projectors
- g) Utilizing e-banking, e-commerce, e-economies
- h) Utilizing different computer software, and applications such as word processors, spreadsheets, power-point, desktop publishing and graphics among others.

The use of modern technology helps students get involved in learning. It satisfies both visual and auditing senses of the learners. Integration of modern technologies into subject areas helps lectures become advisers, content experts and coaches. It also enhances the relationship between lecturers and students, thereby making teaching and learning more, meaningful.

Teaching is an act of relating information to the learner or assisting the learner on how to do something. It involves the process of assisting the learner to gain useful skills, attitudes, knowledge, ideas; values in an arranged or unarranged environment that will assist the learner become an acceptable person to the society as well as be independent in life. According to (Ukata, 2017) Teaching is an interaction between teachers and students, students and students, students and environment under the auspices and responsibilities of the teacher in order to bring about the expected change in the students behavior through the use of instructional methods and technologies. Teaching is also an attempt to assist people to acquire some skills, attitudes, knowledge or ideas, which leads to learning, learning leads to experience and experience to attitude and behaviour.

Teaching and learning of Business Education as employable course depends on the use of instructional methods, environment and technologies which may be old or new technologies. Ekundayo (2009) also lent his voice that teaching and learning has gone beyond the teacher standing in front of the students and disseminating information to them without students' preparation and participation.

Several definitions of Business Education exist as it encompasses knowledge, attitude and skills needed by all citizens in order to effectively manage their personal business and economic system and advancement in broad range of business career (Amesi, Akpomi & Okwuanaso, 2014). In teaching of business education as a functional skill subject, lecturers are encouraged to provide opportunities for students to apply their knowledge and skills to real-life situations which gives mores



relevance to what is studied. Business education is one of the vocational courses offered in Nigerian tertiary institution. It equips individuals with knowledge, skills, vocations and attitudes that they need to effectively manage personal business as well as function effectively in the economic system. Business Education represents a broad and diverse discipline that is included in all types of educational delivery system elementary, secondary, and postsecondary (Amesi, 2010). Umezulike (2011) noted Business Education as the key agent to economic, social and technological development either as a way in developing human capacity, increasing the shield of workforce for modernization/environmental development or as a matter of personal freedom and empowerment of the populace. Business Education is the aspect of the total educational programme that provides the knowledge, skills, understanding and attributes needed to perform in the business world as producers and consumers of goods and services. Business education prepares beneficiaries for gainful employment and sustainable livelihood. Amoor (2010) noted that Business Education plays significant role in the economic development by providing knowledge and skills to the learners, thereby, enabling them to adequately impart knowledge to others, and handle 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. Ugwuogo, (2013) argued that Business Education is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self-employment. Business Education is generally seen as education for and about business. One of the rationales for the emphasis on Business Education programme is the fact that, it is a skill for gainful employment. According to Otamiri (2014), “Business education involves the study of technologies and related sciences and the acquisition of practical skills including teaching skills, attitudes, understanding and knowledge related to occupation in various sectors of our economy and social life. The development of adequate quality and functional skills is an important characteristics of business education. The major objectives of business education in schools is to enable student possess the necessary skills for workplace and acquire knowledge and skills relevant and adequate for employment in specific business areas or for self-reliance. Therefore for Business Education programme to sustain its relevance in providing needs of individuals and that of the society, it must embrace current trends in modern technologies in the academic and economic demands in the society.



Statement of the Problem

Technologies have been utilized in education since their inception but it has not been massively integrated into the teaching and learning in Business Education. The Education sector is expected to be technological driven and resourceful in order to improve its quality and expand access to education. However, as modern technology is important, there are several challenges experienced by both teachers and learners in a classroom setting. These challenges to a large extent inhibit effective classroom teaching and learning, and consequently it affects the lecturers, the performance of the learners and the quality of the end product, the graduates. Nagal (2013) observed that the challenges in the integration of modern technologies is virtually in all aspects of education but the most observed, is the lack of sustainable professional development for business educators whom are required to integrate these modern technologies into classroom practices. It is due to this that this study carried out research to ascertain Perceived Challenges of Integrating Modern Technologies in Teaching and Learning of Business Education Courses in Universities in Rivers State. The problem of this study therefore is that students of Business Education are not adequately equipped with modern technologies.

Research Questions

The following research questions guided the study;

1. What is the extent of availability of modern technologies for teaching and learning of business education courses?
2. What are the challenges of integrating modern technologies for teaching and learning of business education courses?
3. What are the ways to improve modern technologies for teaching and learning of business education courses?

Hypotheses

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

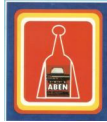
1. There is no significant difference in the mean responses of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education on the extent of availability of modern technologies for teaching and learning Business Education courses.
2. There is no significant difference in the mean responses of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education on the challenges of integrating modern technologies for teaching and learning Business Education courses.



3. There is no significant difference in the mean response of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education on the ways of improving the use of modern technologies in teaching and learning Business Education courses.

Methods

The design used for this study was a descriptive survey research design, because the study involves collection of data without manipulating the information from the respondents. The study was carried out in two Universities in Rivers State, offering Business Education programme; Rivers State University and Ignatius Ajuru University of Education. The population for the study consists of 71 Business Educators and 793 final year Business Education Students from Rivers State University and Ignatius Ajuru university of Education totaling 864 respondents. The sample size used for this study was 350 respondents for the students derived from the Taro Yemene formula and 65 for Business Educators. The Sampling techniques used were the simple random sampling techniques. Two sets of questionnaires were developed by the researchers titled the questionnaire for Lecturers on Perceived Challenges in Integrating Modern Technologies in Teaching Business Education Courses (PCIMTTBEC) and Perceived Challenges in Integrating Modern Technologies in Learning Business Education Courses in Rivers State Universities (PCIMTLBEC) for students. The instrument was structured in a five point rating scale of Strongly Agreed to Strongly Disagreed for research questions two and three and Very High Extent to Very Low Extent for research question one. The instrument was divided into Part A and Part B. Part A of the instrument was for demographic information of the respondents, while Part B of the instrument was to elicit answers from the respondents on the questions posed in the study. The instrument was validated by three experts in the field of education, two from Business Education department and one measurement and evaluation expert, all from Rivers State University, Port Harcourt. The validates were given statement of the problem, purpose of the study, research questions and hypotheses including the instrument for face and content validity. Corrections and inputs made by the validates were taken into consideration before the final copy of the instrument was produced. The instrument was pre tested using Cronbach Alpha and reliability quotients of 0.76 and 0.79 for Business Educators and Students were obtained. This was done by administering the instrument to 6 Business Educators and 20 students who were not part of the study sample and population. The instrument was administered to the respondents at their various institutions. The researchers did this by visiting the



institutions concerned. On the spot retrieval was made for those who filled their questionnaire, while those who could not fill on the spot the researchers went back one week after for retrieval and collection. Mean and Standard Deviation was used for analyzing the research question while z-test was used to test the hypotheses. Decision for the hypotheses was made based on the calculated z-value. If the calculated z-value is greater than the z-table value, the hypotheses was not accepted, otherwise, it was accepted.

Results

The results from the study were presented below:

Research Question 1

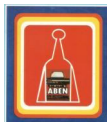
What is the extent of Availability of Modern Technologies for Teaching and Learning of Business Education Courses?

Table 1: *Extent of Availability of Modern Technologies for Teaching and Learning Business Education Courses.*

S/N	Item	Lecturers = 65			Students = 350		
		\bar{x}	SD	Remarks	\bar{x}	SD	Remarks
1.	Functional Desktop/Laptops	3.56	1.35	High extent	2.75	1.27	Moderate extent
2.	Projectors	3.60	1.41	High extent	2.02	1.29	Low extent
3.	Personal computers	3.26	1.17	High extent	3.74	1.40	High extent
4.	Close circuit TV	3.69	1.19	High extent	2.09	1.14	Low extent
5.	Smart board	3.13	1.30	Moderate extent	4.60	0.73	Very High extent
6.	Wireless Internet Connectivity	3.18	1.25	Moderate extent	3.44	1.34	Moderate extent
7.	E-learning studios	4.00	1.09	High extent	1.97	1.09	Low extent
8.	Network studios	4.40	1.09	Very High extent	1.71	0.89	Low extent
9.	Video tape recorder	2.27	1.53	Low extent	1.76	0.75	Low extent
10.	Audio visual aids	2.72	1.47	Moderate extent	2.56	1.26	Moderate extent
Total mean & SD		33.81	12.85		23.89	9.89	
Grand Mean & SD		3.38	1.29		2.39	0.99	

Source: Field Survey, (2019)

Table 1 which is for research question one showed that mean responses from the lecturers on items 1, 2, 3, 4, 7 and 8 were of high extent, while items 5,6 and 10 were of moderate extent and only item 9 was of low extent, while on the responses from the students, item 5 had very high extent, item 3 had high extent, items 1,6and 10 had moderate extent and items 2,4,7,8 and 9 had low extent. The result of the analysis shows that extent of availability of modern technologies for teaching and learning



Business Education courses is to a moderate extent. The confirmation was made with a grand mean of 3.38 and standard deviation of 1.29 for lecturers while that of students were grand mean of 2.39 and 0.99 for standard deviation.

Research Question 2

Identify the Challenges of Integrating Modern Technologies for Teaching and Learning Business Education Courses.

Table 2: Challenges of Integrating Modern Technologies for Teaching and Learning Business Education Courses?

S/N	Item	Lecturers = 65			Students = 350		
		\bar{x}	SD	Remarks	\bar{x}	SD	Remarks
11.	Inefficiency of lecturers technical knowledge to provide materials based on modern technology	3.89	1.00	Strongly Agreed	3.37	1.21	Agreed
12.	Learning with computer aided tools is an issue for most lecturers	3.55	0.95	Strongly Agreed	3.29	1.43	Agreed
13.	Poor policy implementation by Government on the utilization of modern technologies	3.15	1.55	Agreed	4.37	0.72	Strongly Agreed
14.	Insufficient training of students by lecturers on the use of learning with modern technologies	3.42	1.19	Agreed	3.17	1.39	Strongly Agreed
15.	Inability of students to adapt to the constant changes in usage of modern technological tools	2.92	1.23	Agreed	2.81	0.99	Agreed
16.	Inadequate time to effectively utilize modern technology for learning	3.75	1.24	Strongly Agreed	3.39	1.34	Agreed
17.	Lack of continuity of learning in E-learning application software	3.18	1.23	Agreed	3.49	1.61	Agreed
18.	Lack of maintenance of technological tools for effective learning	4.25	1.09	Strongly Agreed	1.77	0.05	Disagreed
19.	High cost of acquiring and installing modern technology in the classrooms	4.06	1.11	Strongly Agreed	2.96	1.25	Agreed
20.	Lack of technological infrastructure for learning	3.71	1.44	Strongly Agreed	3.11	1.12	Agreed
21.	Lack of internet connectivity in the classrooms for learning	4.41	0.89	Strongly Agreed	3.15	1.30	Agreed
22.	Inadequate funding of Business Education programme	4.21	0.91	Strongly Agreed	2.71	1.21	Agreed
Total mean & SD		43.96	13.83		38.13	13.62	
Grand Mean & SD		3.66	1.15		3.18	1.13	

Source: Field Survey, (2019)

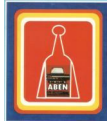


Table 2 which is for research question two showed that mean responses from the lecturers on items 11,12,16, 18,19,20,21 and 22 was strongly agreed, while items 13,14,15 and 17 were agreed and on the part of the students responses items 13 and 14 was strongly agreed, items 11,12,15,16,17,19,20,21 and 22 was agreed, and only item 18 was disagreed. The result of the analysis shows that the identified challenges of integrating modern technologies for teaching and learning Business Education courses by lecturers and students by the respondents is agreed. This confirmation was made with a grand mean of 3.66 and standard deviation of 1.15 for lecturers and grand mean of 3.18 and 1.13 for standard deviation for students.

Research Question 3

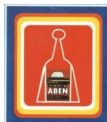
Determine ways to improve the use of Modern Technologies for Teaching and Learning Business Education Courses?

Table 3: Ways to Improve the Use of Modern Technologies for Teaching and Learning Business Education Courses.

S/N	Item	Lecturers = 65			Students = 350		
		\bar{x}	SD	Remarks	\bar{x}	SD	Remarks
23.	Appropriate workshop and seminars	3.38	1.21	Undecided	3.66	1.27	Agreed
24.	Installation of internet facilities	2.80	1.36	Undecided	3.49	1.31	Undecided
25.	Provision of constant electricity for technology usage to aid learning	3.89	1.30	Agreed	3.77	1.89	Agreed
26.	Field trip and excursion for upgrading of Business Education students knowledge	3.51	1.22	Agreed	2.86	1.41	Undecided
27.	Provision of functional modern equipment and technological tools for learning	3.31	1.32	Undecided	3.23	1.02	Undecided
28.	Adequate maintenance of technological tools and application of the tools is necessary	2.94	1.11	Undecided	2.54	2.25	Undecided
29.	Effective funding from Government as an aid for improving modern technologies	3.32	1.38	Undecided	2.73	1.16	Undecided
Total Mean & SD		23.15	8.90		22.28	10.31	
Grand Mean & SD		3.31	1.27		3.18	1.47	

Source: Field Survey, (2019)

Table 3 which is for research question three showed that mean responses from the lecturers on items 25 and 26 was agreed while the rest items 23,24,27,28 and 29 were undecided and on the part of the students responses, items 23 and 25 was agreed, while items 24,26,27,28 and 29 was undecided. The result of the analysis shows that ways to improve the use of modern technologies for teaching and learning Business Education courses is yet to be decided by the respondents. The confirmation was made with a grand mean of 3.31 and standard deviation of 1.27 for lecturers and grand mean of 3.18 and 1.47 standard deviation for students.



Tests of Hypotheses

Null Hypothesis 1

There is no significant difference in the mean responses of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education on the extent of availability of modern technologies for teaching and learning Business Education courses.

Table 4: *z-test Difference Between Lecturers and Students on the Extent of Availability of Modern Technologies for Teaching and Learning Business Education Courses.*

Respondents	N	\bar{x}	SDDF	SE	z-cal	z-crit	α	Decision
Lecturers	65	3.38	1.29	413	0.03	5.74	1.960.05	Not accepted
Students	350	2.39	0.99					

Source: Field Survey, (2019)

The data in Table 4 showed the z-calculated value of 5.74 at 413 degree of freedom and 0.05 level of significance while the z-critical value is 1.96. Since the calculated z-value of 5.74 is higher than the z-critical value of 1.96, the null hypothesis was not accepted. This implies that there is a significant difference in the mean rating of Business Educators and students regarding availability of modern technologies in teaching and learning Business Education course.

Null Hypothesis 2

There is no significant difference in the mean responses of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education on challenges of integrating modern technologies for teaching and learning Business Education courses.

Table 5: *z-test Difference Between Lecturers and Students on the Challenges of Integrating Modern Technologies in Teaching and Learning Business Education Courses.*

Respondents	N	\bar{x}	SD	DF	SE	z-cal	z-crit	α	Decision
Lecturers	65	3.66	1.15	413	0.02	4.89	1.960.05		Not accepted
Students	350	3.18	1.13						

Source: Field Survey, (2019)

The data in Table 5 showed the z-calculated value of 4.89 at 413 degree of freedom and 0.05 level of significance while the z-critical value is 1.96. Since the calculated



z-value of 4.89 is higher than the z-critical value of 1.96, the null hypothesis was not accepted. This implies that there is a significant difference in the mean rating of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education regarding integration of modern technologies in teaching and learning Business Education courses.

Null Hypothesis 3

There is no significant difference in the mean responses of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education on the ways of improving the use of modern technologies for teaching and learning Business Education courses.

Table 6: *z-test Difference Between Lecturers and Students on the Ways of Improving the use of Modern Technologies in Teaching and Learning Business Education Courses.*

Respondents	N	\bar{x}	SDDF	SE	z-cal	z-crit	α	Decision	
Lecturers	65	3.31	1.27	413	0.04	1.80	1.96	0.05	Accepted
Students	350	3.18	1.47						

Source: Field Survey, (2019)

The data in Table 6 showed the z-calculated value of 1.80 at 413 degree of freedom and 0.05 level of significance while the z-critical value is 1.96. Since the calculated z-value of 1.80 is less than the z-critical value of 1.96, the null hypothesis was accepted. This implies that there is no significant difference in the mean rating of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education regarding ways to improve the use of modern technologies in teaching and learning Business Education course.

Discussion of Findings

The discussion of the study was done according to each research question posed in the study. The result of research question one shows that extent of availability of modern technology for teaching and learning Business Education courses is to a moderate extent. This finding is in agreement with the views of Onyesom and Utoware (2012) who opined that the emergence of modern technologies in teaching and learning has revolutionized the entire education system. The researcher is of the view that modern technologies are simply an advancement of old technology. The



impact of technology in modern life is immeasurable because we use technology in different ways which at times do more damages than good in the way it is to be implemented. The hypothesis testing in relation to this research question shows that there is significant difference in the mean responses of lecturers and students on the extent of availability of modern technologies for teaching and learning Business Education courses.

The result of research question two shows that the challenges of integrating modern technologies for teaching and learning Business Education are agreed. This finding is in agreement with the views of Amesi and Giami(2018) who opined that inadequate infrastructural resources are evidently linked to challenges of integrating modern technologies for teaching and learning. In agreement with Amesi and Giami, Ukata and Silas-Dikibo(2018) noted that challenges of integrating modern technologies for teaching and learning Business Education course includes poor policy implementation, lack of maintenance culture, corruption in Education system, poor students background before admission and unqualified teachers. The researcher is of the view that modern technologies should be incorporated and if utilized effectively in education, teaching and learning will be made more effective. The result of the hypothesis in relation to research question proved that there is significant difference in the responses of lecturers and students on the challenges of integrating modern technologies for teaching and learning Business Education Courses.

The result of research question three shows that ways to improve the use of modern technologies for teaching and learning Business Education courses is yet to be decided by the respondents.. This findings is in agreement with the views of Onyesom (2014) who opined that the way to improve the use of modern technologies for teaching and learning Business Education courses is by improving the quality and quantity of teaching, learning and researching in conventional and distance education system as a result of quantum benefits. The researcher is of the view that the ways to improve to use of modern technologies for teaching and learning Business Education courses is to ensure that those technologies are available and also adequately utilized effectively as such improvement in modern technologies will be necessary. The result of the hypothesis in relation to research question proved that there is no significant difference in the mean responses of lecturers and students on ways of improving the use of modern technologies for teaching and learning Business Education Courses.



Conclusion

Based on the findings of the study, the researchers concluded that modern technological equipment and machines for teaching and learning Business Education course are not enough and some lecturers are not willing to embrace change in the use of modern technologies. Other challenges are; lack of maintenance of the equipments/machines, inadequate funding, inadequate training opportunities for Business Educators, unsteady power supply, and unseriousness of students to learn.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government should make available relevant facilities and equipment in quantity and quality to enhance teaching and learning of Business Education courses.
2. There should be regular training; workshop and seminars for lecturers and students on the use of modern technologies.
3. There is need for adequate funding and maintenance of the equipment/ machines.
4. The curriculum of Business Education should be checked regularly in order to improve it and implement it into some of the course outlines for students.

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