USE OF NEW TECHNOLOGIES IN THE INSTRUCTIONAL DELIVERY OF BUSINESS EDUCATION: THE PERCEPTIONS OF BUSINESS EDUCATORS IN TERTIARY INSTITUTIONS IN RIVERS STATE.

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Abstract

The study investigated the perceptions of business educators in three tertiary institutions in Rivers State on the use of new technologies in the instructional delivery of business education. Three research questions and three null hypotheses tested at 0.05 level of significance guided the study. Survey design was adopted. The population of the study was made up of 99 Business Educators from universities ,and colleges of education. Random sampling technique was used to select 70 Business Educators but 51 respondents were eventually used for the study. A 4 point response item questionnaire was used for data collection. Experts in business education validated the instruments and the Cronbach Alpha correlation coefficient was used to establish the reliability indices of the instrument. The results gave the reliability index of 0.80, 0.86, and 0.92 respectively for each of the clusters. The mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses at 0 .05 level of significance. It was found that business educators were strongly aware of the use of new technologies in the instructional delivery (NTID) of Business Education. They were specifically aware of blogging, laptop computers, and internet modem, among others. Most of the new technology accessories such as photocopiers, desktop computers and printers, among others were available while digital versatile disk recorder (DVDR) and digital versatile disk player (DVDP) were not available. Business educators utilized some of the new technologies such as laptop computers, photocopiers, and desktop computers, among other accessories for instructional delivery. However, they do not utilize DVDR, DVDP and VSAT. The business educators in the universities and those in colleges of educations in Rivers state differed significantly over awareness, availability and utilization of NTID, thus, the three null hypotheses were rejected. It was recommended among others that the government should make available relevant new technology accessories to the tertiary institutions for effective delivery of business education. Business educators should find time to be involved in professional development programs to improve their competence in the use of ICT in instructional delivery.

Keywords: *New Technologies, Instructional Delivery, Business Education, Perceptions.*

Introduction

Over the years, events have evolved in the social, economic and technological milieu, and this has given rise to far- reaching changes in the mode of operations of most

organizations for them to keep pace with the realities of life. The emergency of New Technologies with specific reference to Information and Communication Technology (ICT) has necessitated organizational reforms, changes in work practices and training methods. Mc-Loughlin and Clark (1997) observed that new technologies are classified into process and product technologies. For Mazda (1993), there are core and application technologies. Haag, Cummings and Mc-Cubbrey (2002) maintained that new technologies are grouped into four categories, namely: new technologies for all the senses; new technologies for internet explosion; new technologies for the wireless revolution; and new technologies for personal use. Accordingly, the use of these facilities involves various methods which include systematic feedback system, computer-based operation network, video conferencing and audio conferencing, internet worldwide websites and computer assisted instruction. These delivery methods increase the possibilities for how, where and when learners can engage in lifelong learning. Lecturers are reasonably excited about the potentials of new technologies for just-in-time learning delivery (Ajayi, 2008).

Undoubtedly, the emergence of new technologies such as the computer, word processor, the internet, automated teller machines, reprographic machines, micrographic machines, accounting machines, modern telephonic systems including handsets and multimedia, among others, have not only revolutionized the office environment but have also brought changes in the ways people are doing things. The computer is one of the most visible of the new technologies. Much as new technologies are indispensable in business education programme delivery, the subject of quality service delivery is of utmost importance. Change is the only constant factor in human existence, as a result, in recent years teaching and learning methods have started to change in educational institutions in general and in business education in particular (Okwuanaso, 2004).

More so, Education is seen as a document per excellence in preparing citizens for effective roles in the society. One form of education that equips its recipients to adapt to the changing world of work is business education. According to Osuala in Utowari and Kren-Ikidi (2013), Business Education is a programme of instruction which consists of two parts: (i) office education; a vocational education programme for office careers through initial, refresher and upgrading education leading to employability and advancement in office occupation (ii) general business education: a programme to provide students with information and competencies which are needed by all in managing personal and business affairs including the services of the business world. According to Oliver (2011), Business Education is the sum total of the knowledge, skills and attitude that are required for successful promotion and administration of business enterprises. The need for Business Education as a form of education is crucial, especially in this era of globalization, Information and Communication Technology (ICT) in which work

processes and organizations are getting increasingly flexible, multi-tasking and performance-based.

Iniji, Utowari, & Kren-Ikidi (2013) opined that lecturers' functions range from teaching, research and publications, marking of tests and examinations, supervising students' research, supporting students through advisory roles, attending conferences and the provision of community services. In order for these tasks to be effectively and efficiently accomplished, there is need for the lecturers to acquire a considerable level of ICT proficiency. This is required in order to meet up with the demands of their job. With the aid of electronic system, there is a sharp shift from the traditional approach of teacher-directed instruction to modern methods where computer technology plays a significant role, thereby improving the quality, efficiency and effectiveness of teaching, learning, research and other educational management. The electronic process enhances the delivery and administration of learning opportunities and support via computer, networked and web-based technology facilitate individual performance and development. Thus Albirini, in Mulwa and Kyalo (2013) noted that one of the factors that seriously influence the attainment of meaningful use of computer technology is the teacher's attitude towards the use of technology in teaching and learning process. The teachers' attitude is a major predictor of the acceptance and actual utilization of computers in the classrooms and in the management of their work.

Jusuf and Daniel in Akpan (2014) posited that majority of teachers in Europe use ICT to plan their lessons more than lecturers in Nigeria. With the use of ICT, teachers will be able to communicate and collaborate with other teachers and this enhances their job performance. For Business Education programme to remain relevant in providing the needs of individuals and that of the society; it must embrace current trends in the academic, social and economic demands of the society. For our educational systems to deliver on their mandates, the quality of the training given to individuals passing through one course or the other should be such that can give adequate skills and information needed in the world of work. If Business Education should serve this purpose of providing the needs of the learners and the society, the Business Educators should be ready to embrace and include new technologies in its curriculum to ensure that, effective and quality of education is given in line with societal demands. This curriculum will be able to integrate new technologies that can help in passing the desired and required skills to the learners to make them employable and as well as relevant in the ever-changing business environment. It is perceived that some business educators have not woken up from their slumber and adopt the use of new technologies for instructional delivery of Business Education. In view of this, Agboeze, Ugwoke and Onu (2012) lamented that, there is very low pace of development and utilization of new technologies and applications for educational purposes, including the teaching and learning of business education in developing countries, especially Nigeria.

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There is urgent need for the adoption of new technologies in instructional delivery of Business Education to ensure efficiency and effectiveness in curriculum implementation for optimal service delivery. But regrettably, in developing countries like Nigeria, new technologies are confronted with a number of problems such as access to electricity, computer, computer laboratories, internet and e-mail facilities, videophone systems and teleconferencing devices, fax and wireless applications, digital library, digital classrooms and multimedia systems. Studies have revealed that there is dearth of trained teachers for the use of New Technologies, lack of facilities, infrastructures and equipment. It is very worrisome that the use of modern devices in teaching Business Education in tertiary institutions are challenged by the new technologies in terms of awareness and usage. It is against this background that this study is carried out to determine the extent of awareness, availability and utilization of new technologies in the instructional delivery of Business Education in tertiary institutions in Rivers State.

Purpose of the Study

The main purpose of the study was to determine the extent of the use of new technologies in instructional delivery of Business Education in tertiary institutions in Rivers State. Specifically, the study sought to determine:

1. The extent of awareness of new technologies in the instructional delivery of Business Education by business educators.
2. The extent of availability of new technology resources in Business Education departments.
3. The extent of utilization of these new technologies for instructional delivery of Business Education by business educators.

Research Questions

The following research questions guided the study

1. What is the extent of awareness of new technologies in instructional delivery of Business Education among business educators in Rivers State?
2. To what extent are new technology accessories available in Business Education departments for instructional delivery in tertiary institutions in Rivers State?
3. To what extent do Business Educators utilize new technologies for instructional delivery of Business Education in tertiary institutions in Rivers State?

Hypotheses

The following null hypotheses which were tested at 0 .05 level of significance guided the study:

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Ho1: There is no significant difference in the mean responses of Business Educators in universities and colleges of education in Rivers State on the extent of awareness of new technologies in business education instructional delivery.

Ho2: There is no significant difference in the mean responses of Business Educators in universities and colleges of education in Rivers State on the extent of availability of new technologies in business education instructional delivery.

Ho3: There is no significant difference in the mean responses of Business Educators in universities and colleges of education in Rivers State on the extent of utilization of new technologies in business education instructional delivery.

Methods

The study adopted a survey design because it involves gathering of data through the questionnaire. The population of the study consisted of the 99 business educators in the three tertiary institutions where business education is offered in Rivers state. A total of 70 business educators were selected through random sampling technique. A four point response item questionnaire was used for the collection of data. The instrument was made of two parts, part A elicited information on personal data of respondents while part B was made up of three clusters that dealt with the various variables contained in the research questions. The reliability of the instrument was established using Cronbach Alpha Reliability Coefficient. The instrument yielded a reliability index of 0.80, 0.86 and 0.92 respectively for each of the clusters. The researchers personally went to the departments of business education in the three tertiary institutions and administered the instruments simultaneously. A total of 70 copies of the instrument were administered but 51 were retrieved and used for the study. The mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at 0 .05 alpha level.

Results

Research question 1: What is the extent of awareness of new technologies in instructional delivery of Business Education among business educators in Rivers State?

Table 1: mean and standard deviation on the extent of awareness of new technologies in instructional delivery of Business Education among business educators in Rivers State

	Item	Mean	SD	Decision based mean cut of 2.5
1	Interactive board	3.20	0.98	*
2	Teleconferencing	3.08	0.74	*
3	Disc formatting	3.37	0.80	*
4	Scanners	3.57	0.83	*

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5	Laptop computers	**3.76**	**0.47**	*
6	Internet search engine	3.31	0.81	*
7	Digital Versatile disk recorder	2.67	0.71	*
8	Digital versatile disk player	2.71	0.76	*
9	Blogging	**3.78**	**0.46**	*
10	Overhead projector	3.25	0.80	*
11	Closed circuit television cameras	2.88	0.72	*
12	Film and film projector	3.12	0.91	*
13	Intranet	3.35	0.96	*
14	Very small aperture satellite terminal (VSAT)	2.82	0.81	*
15	INTERNET modem	**3.71**	**0.46**	*
16	Uninterruptible Power Supply (UPS)	3.54	0.76	*
17	Skype	2.67	0.97	*
18	Telemetric-conferencing	2.63	1.00	*
	Grand mean and SD	**3.19**	**0.77**	*

Table 1 showed that the respondents were strongly aware of the new technologies in instructional delivery of Business Education, as reflected on the grand mean score of 3.19 ± 0.77. Specifically they indicated that they are aware of blogging, 3.78 ± 0.46,laptop computers, 3.76 ± 0.47 and internet modem, 3.71 ± 0.46 among others.

Research question 2: To what extent are new technology accessories available in Business Education departments for instructional delivery in tertiary institutions in Rivers State.

Table 2: mean and standard deviation on the extent of availability of new technologies in instructional delivery of Business Education among business educators in Rivers State

	Item	Mean	SD	Decision based mean cut of 2.5
19	Interactive board	3.13	1.10	*
20	Printers	3.53	0.73	*
21	Desktop computers	**3.63**	**0.66**	*
22	Scanners	3.43	1.02	*
23	Laptop computers	3.51	0.88	*
24	Internet services	3.32	0.91	*
25	Digital Versatile disk recorder	2.49	0.86	#

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26	Digital versatile disk player	2.43	0.83	#
27	Digital unit	2.60	0.88	*
28	Overhead projector	3.08	0.91	*
29	Closed circuit television cameras	2.53	0.94	*
30	Film and film projector	2.86	0.97	*
31	Intranet	2.86	1.16	*
32	Very small aperture satellite terminal (VSAT)	2.50	0.91	*
33	INTERNET modem	3.35	0.87	*
34	Uninterruptible Power Supply (UPS)	3.39	0.76	*
35	Photocopiers	3.72	0.61	*
36	Electricity	3.39	0.70	*
	Grand mean and SD	**3.10**	**0.87**	*

Table 2 showed that most of new technology accessories were available in Business Education departments for instructional delivery in tertiary institutions in Rivers State as indicated by the grand mean score, 3.10 ± 0.87. The result further showed that photocopiers, 3.72 ± 0.61 were adequately available this was followed by desktop computers 3.63 ± 0.66 and printers, 3.53 ± 0.73 among others. They further indicated that digital versatile disk recorder, 2.49 ± 0.86 and digital versatile disk player, 2.43 ± 0.83 were not available.

Research question 3: To what extent do Business Educators utilize new technologies for instructional delivery of Business Education in tertiary institutions in Rivers State?

Table 2: mean and standard deviation on the extent of utilization of new technologies in instructional delivery of Business Education among business educators in Rivers State

	Item	**Mean**	**SD**	**Decision based mean cut of 2.5**
37	Interactive board	2.96	1.22	*
38	Printers	3.57	0.78	*
39	Desktop computers	3.61	0.75	*
40	Scanners	3.47	0.90	*
41	Laptop computers	**3.72**	**0.64**	*
42	Internet services	3.48	0.84	*
43	Digital Versatile disk recorder	2.43	0.81	#

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44	Digital versatile disk player	2.28	0.73	#
45	Television	3.47	0.90	*
46	Overhead projector	2.94	0.81	*
47	Closed circuit television cameras	2.53	0.83	*
48	Film and film projector	2.63	0.92	*
49	Intranet	3.00	1.21	*
50	Very small aperture satellite terminal (VSAT)	2.43	0.89	#
51	INTERNET modem	3.45	0.83	*
52	Uninterruptible Power Supply (UPS)	3.35	0.78	*
53	Photocopiers	**3.72**	**0.57**	*
54	Electricity	3.33	0.85	*
	Grand mean and SD	**3.13**	**0.85**	*

Table 3 showed that the educators utilize the new technologies in instructional delivery of Business Education among business educators in Rivers State as indicated by the grand mean score, 3.13 ± 0.85. Specifically, the result showed that they utilize laptop computers, 3.72 ± 0.64, photocopiers, 3.72 ± 0.57 and desktop computers, 3.61 ± 0.75 among others. The table also showed that they do not utilize Digital Versatile disk recorder, Digital versatile disk player and Very small aperture satellite terminal (VSAT).

Null Hypotheses:

H01: There is no significant difference between the mean responses of Business Educators in universities and colleges of education in Rivers State on the extent of awareness of new technologies in business education instructional delivery.

Table 4: Summary of independent sample t-test on the difference in the mean responses of Business Educators in tertiary institutions in Rivers State on the extent of awareness of new technologies in business education instructional delivery based on institutions

Institution	N	Mean	SD	T	df	p-value
University	30	73.43	13.25	-4.90	49	.000
COE	21	87.96	3.47			

Table 4 showed that the composite mean score of business educators in universities was 73.43 ± 13.25 while that of their college of education counterparts was 87.96 ± 3.47 awareness of new technologies in business education instructional delivery. When put to statistical test, the summary of independent sample t-test showed that there is significant difference between the mean responses of Business Educators in universities and colleges of education in Rivers State on the extent of awareness of new technologies in business

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education instructional delivery ($t_{(49, .025)}$=4.90, p=.000). The null hypothesis one was rejected at .05 alpha level.

H02: There is no significant difference between the mean responses of Business Educators in universities and colleges of education in Rivers State on the extent of availability of new technologies in business education instructional delivery.

Table 5: Summary of independent sample t-test on the difference in the mean responses of Business Educators in tertiary institutions in Rivers State on the extent of availability of new technologies in business education instructional delivery based on institutions

Institution	N	Mean	SD	T	df	p-value
University	30	67.22	18.28	-5.466	49	.000
COE	21	89.42	3.84			

Table 5 showed that the composite mean score of business educators in universities was 67.22 ± 18.28 while that of their college of education counterparts was 89.42 ± 3.84 over availability of new technologies in business education instructional delivery. When put to statistical test, the summary of independent sample t-test showed that there is significant difference between the mean responses of Business Educators in universities and colleges of education in Rivers State on the extent of availability of new technologies in business education instructional delivery ($t_{(49, .025)}$=5.466, p=.000). The null hypothesis two was rejected at .05 alpha level.

H03: There is no significant difference between the mean responses of Business Educators in universities and colleges of education in Rivers State on the extent of utilization of new technologies in business education instructional delivery.

Table 6: Summary of independent sample t-test on the difference in the mean responses of Business Educators in tertiary institutions in Rivers State on the extent of utilization of new technologies in business education instructional delivery based on institutions

Institution	N	Mean	SD	T	df	p-value
University	30	68.29	15.41	-6.225	49	.000
COE	21	89.68	3.61			

Table 6 showed that the composite mean score of business educators in universities was 68.29 ± 15.41while that of their college of education counterparts was 89.68 ± 3.61 over utilization of new technologies in business education instructional delivery. When put to statistical test, the summary of independent sample t-test showed that there is significant difference between the mean responses of Business Educators in universities and colleges of education in Rivers State on the extent of utilization of new technologies in business education instructional delivery ($t_{(49, .025)}$= 6.225, p=.000). The null hypothesis three was rejected at .05 alpha level.

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Discussion

The results from Table 1 showed that the respondents were strongly aware of the new technologies in instructional delivery of Business Education. They are specifically aware of blogging, laptop computers, and internet modem, among others. The result on Table 4 showed that business educators in college of education were more aware of these accessories than their university counterparts, with a mean difference of 14.53. When put to statistical test, the result on Table 4 further showed that there is significant difference between the mean responses of Business Educators in universities and colleges of education in Rivers State on the extent of awareness of new technologies in business education instructional delivery thus the null hypothesis was rejected. The findings were consistent with an earlier finding by Ajuzie and Ukegbu (2015) who established that teacher's awareness on the use of ICT web-based tools for instructional delivery is high.

Furthermore, results on Table 2 showed that most of new technology accessories were available in Business Education departments for instructional delivery in tertiary institutions in Rivers State. The result specifically showed that photocopiers, desktop computers and printers, among others were available. However, digital versatile disk recorder and digital versatile disk player were not available. The result on Table 5 showed that the new technologies in business education were more available in the colleges of education than in universities. When put to statistical test, the result on Table 5 showed that there is significant difference between the mean responses of Business Educators in universities and colleges of education in Rivers State on the extent of availability of new technologies in business education instructional delivery the null hypothesis was rejected . The findings were consistent with an earlier findings by Oyadonghan and Eke (2011), Gulavani, and Joshi (2012) who in their studies identified lack of motivation to use ICT in teaching - learning purpose, on lack of technical skills, insufficient availability of hardware and software, inadequate infrastructure etc. Lack of ICT facilities would worsen teachers' lack of awareness and encumber the use of ICT, thereby lengthening the digital technology gap between Nigerian students and those in developed countries. Though the result showed that some facilities like photocopiers, desktop computers and printers were available, which is a right step in the right direction, efforts need to be intensified in the provision of other digital divide for better instructional delivery of business education programme in Rivers State.

The result on Table 3 showed that the business educators utilize some of the new technologies in instructional delivery of business education in Rivers State. Specifically, the results showed that they utilize laptop computers, photocopiers, and desktop computers, among other accessories. However, they do not utilize Digital Versatile disk recorder, Digital versatile disk player and Very Small Aperture Satellite terminal (VSAT). This may be due to the fact that some of these facilities were not adequately available as reflected on Table 2 above. The result on Table 6 showed that the new

technologies in business education were more utilized in the colleges of education than in universities. When put to statistical test, the result on Table 6 showed that there is significant difference between the mean responses of Business Educators in universities and colleges of education in Rivers State on the extent of utilization of new technologies in business education instructional delivery, the null hypothesis was rejected. The present study was consistent with an earlier finding by Akuegwu, Ntukidem and Ntukidem (2011) who established that university lecturers' utilization of ICT facilities for quality instructional delivery differed on the bases of ownership and that lecturers from federal owned tertiary institutions utilized ICT facilities more than the state owned tertiary institutions. This position is based on funding as the federal government seems to provide more funds irrespective of the meager budgetary allocation to education sector in Nigeria than the state government; secondly lecturers in federal government owned institutions (like federal college of education technical Omoku) have the opportunities of ICT training more than their counterparts in the state owned (like Rivers State university of science and technology and Ignatius Ajuru university of education).

Conclusions

The study showed that business educators were strongly aware of the new technologies in instructional delivery (NTID) of Business Education. They are specifically aware of blogging, laptop computers, and internet modem, among others. Most of new technology accessories such as photocopiers, desktop computers and printers, among others were available while some such as digital versatile disk recorder (DVDR) and digital versatile disk player (DVDP) were not available. Business educators utilized some of new technologies such as laptop computers, photocopiers, and desktop computers, among other accessories for instructional delivery. However, they do not utilize DVDR, DVDP and VSAT. The business educators in the universities and those in colleges of educations in Rivers state differed significantly over awareness, availability and utilization of NTID,

Recommendations

Based on the findings the following recommendations were made:

1. Business educators should develop more awareness of the new technologies in instructional delivery of Business Education for effective teaching.
2. The government should make available relevant new technology accessories to the business educators for effective delivery of their instructions; business educator should find time to be involved in professional development programs to improve their competence in the use of ICT in education.
3. Business education educators should continue to use new technologies in instructional delivery of Business

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