



AVAILABILITY AND ADEQUACY OF NEW TECHNOLOGIES FOR TEACHING AND LEARNING BUSINESS STUDIES IN JUNIOR SECONDARY SCHOOLS IN OWERRI

Dikeocha, Lucy Udoka Ph.D.

lucydikeocha@gmail.com, dikeocha.lucy@alvanikoku.edu.ng

(08063646197)

Business Education Department,
Alvan Ikoku Federal College of Education, Owerri.

Abstract

The study sought to assess the availability and adequacy of new technologies for teaching and learning business studies. A survey design was used for the study. The study was carried out in secondary schools in Owerri Municipal. The population of the study was 51 business studies teachers. The entire population constituted the sample size. A structured questionnaire based on a 4-point scale titled "Availability and Adequacy of New Technologies for Teaching and Learning Business Studies (AANTTLBS) with 36 items was used to collect data. The instrument was subjected to face validation by three experts. The internal consistency method was used to determine the reliability with test-retest measurement and reliability coefficient value of 0.86 was obtained using Pearson product moment correlation coefficient formula. Two research questions guided the study while one hypothesis was tested. The research questions were answered using mean and standard deviation. While the null hypothesis was tested at 0.05 level of significance using t-test statistics. Finding of the study revealed that there are only three new technologies available for teaching and learning business studies. The available ones are not adequate. Based on the findings, it was concluded that when these equipment and machines required for teaching and learning business studies are not available, it becomes difficult for students to acquire skills to function and excel in today's business world. Consequently efforts put together to achieve the objective of the subject become jeopardized. Therefore, the researcher recommended among others that state government and proprietors of schools should embrace change by providing students with adequate new technologies for effective teaching and learning to take place.

Keyword: Business studies, new technologies, junior secondary schools, teaching and learning.

Introduction

Business studies refers to the study of those components of business subjects which will lead an individual into understanding the business world. It is an amalgamation of four components as one subject. The four components of business studies are office practice, commerce, bookkeeping and keyboarding as revised by NERDC (2013). Business studies explains the different activities that are involved in businesses. Nwachokor (2013) view business studies as a combination of some business courses into one which is usually taught at the junior secondary school level. National policy on education in Onojeta (2013) defined business studies as a pre-technical and vocational education aimed at imparting vocational skills, commercial and economic development necessary for self-reliance and fulfilling some of the goals of technical and vocational education. Buttressing more on the concept of business studies, Nigeria Educational Research and Development Council (NERDC) (2013) asserts that business studies is an aspect of vocational education, which equip individuals with the necessary skills and theoretical knowledge needed for performance in the business world either for job occupation or for self-employment. Implicit in this definition is equipping individuals with necessary skills and knowledge. To equip learners with these skills and knowledge which are required in today's business world, the need to expose them to modern technological facilities becomes paramount. With the aid of new technologies, there is sharp shift from the traditional method of instructional delivery. Emergence of new technologies has enhanced effective teaching and learning. The availability of these technologies will help prepare business studies students at the junior secondary school to meet up with the demands of today's job, either as employed or self-employed.

Junior secondary school is the upper basis level of the 9 year basic education introduced into Nigeria education system in 2008. The 9year basic education was to ensure the acquisition of functional education and for laying the foundation for technical, vocational and entrepreneurship in learners. Junior secondary schools are found both in government and private owned secondary schools.



Government/public secondary schools are secondary schools established, owned, controlled and funded by the government. This could be state or federal government while private owned secondary schools are secondary schools established, owned, controlled and funded by private individuals or organizations.

Business studies is among the subjects taught at the junior secondary school. At this level of education, the subject is meant to be taught by specialists in business education with minimum qualification of National Certificate in Education (NCE). Specialist business studies teachers are professionals in the field. These professionals receive their training in business education both at the NCE and first degree level. As a result of their training, they provide to the students education programme, valuable training and experience in matters concerning business and economic education. These specialists are responsible in helping students who desire to work in business to develop those basic skills and knowledge which are required for initial employment. The objectives of business studies in junior secondary school could only be achieved when teachers adopt effective approaches and utilizing modern technologies in the teaching and learning process. Adoption and utilization of these new technologies will enable business studies students acquire those relevant skills and knowledge required in today's business world.

NERDC in Epumepu and Igbinedion (2014) identifies the following general objectives of business studies at the junior secondary school level:

1. To provide the orientation and basic skills with which to start an occupation for those who may not have opportunity for further training.
2. To provide basic business skills for personal use now and in the future.
3. Prepare students for further training in business studies.
4. Relate the knowledge and skills to the national economy.
5. Develop basic skills in office occupation.

Business studies as a subject is better studied and learnt with plenty of practical activities. Owing to this, there is therefore need to adequately expose business studies students to new technologies. This will enable them acquire relevant and functional skills required in the present business world. Provision of adequate new technologies for teaching and learning business studies will improve students learning process and outcomes. It will enable them have deeper understanding of the use of the new technologies and how to apply them in the world of work. Also it will provide the students a platform for technological excellence in the face of the globalization of the world economy. In addition to these, it will help business studies students who may not wish to proceed to higher education to acquire skills that they need to survive as self employed.

Statement of the Problem

Research has shown that business education as a field of study had been affected by lack of adequate materials, machines and equipment required for effective teaching and learning. Among these researches was the one carried out by Azih and Ikelegbe (2019) which revealed that equipment/resources were lowly provided and do not support effectively the implementation of business studies at the secondary school level of education in Delta State. Business studies by its nature is a skilled-requiring subject which is better learnt with adequate equipment especially new technologies. When these machines and equipment are not available for teaching and learning, a gap is created and acquiring the necessary functional skills in business studies becomes a challenge and the end result being the production of students with little or no knowledge about the subject. The researcher therefore deemed it necessary to embark on this study in order to find out whether there are available new technologies for teaching and learning at this level of education and as well ascertain the adequacy of the facilities.

Research Questions

The following research questions guided the study:

1. What type of new technologies are available for teaching and learning business studies in junior secondary schools in Owerri Municipality?
2. How adequate are the new technologies for teaching and learning business studies in junior secondary schools in Owerri Municipality?

Hypothesis

A null hypothesis was formulated for the study:

1. There is no significant difference in the mean ratings of business studies teachers in both government and private owned junior secondary schools on the adequacy of new technologies for teaching and learning business studies.



Method

The study adopted a survey research design which permitted the use of questionnaire to elicit information from the respondents. According to Ojukwu (2012), survey research design is a form of descriptive research design. It is used in collecting samples from large or small population in order to examine the relative incidence, distributions and interrelations of variables in problem situation. The population of the study consist of 51 business studies teachers in government and private owned junior secondary schools in Owerri Municipality. The population was manageable therefore there was no need sampling. A structured questionnaire constructed by the researchers was the instrument used for data collection. The instrument was validated by three specialists in business education, Alvan Ikoju Federal College of Education Owerri. Test-retest measurement was used to ascertain the internal consistency of the questionnaire items. To achieve these, the test was administered to twelve business studies teachers that are not part of the study. A coefficient of 0.86 was obtained using Pearson Product Moment Correlation Coefficient Formula.

Data relating to the research questions were analyzed using mean statistics and standard deviation. The decision rule was that any mean value of 2.50 and above was considered as adequate while the one with mean score less than 2.50 was not adequate. T-test was used to test the hypothesis at alpha level of 0.05. A null hypothesis is accepted if the calculated t-value (t-cal) is less than the t-critical or t-table value at 0.5 level of significance. On the other hand, the null hypothesis is rejected if the calculated t-value is greater than the critical or t-table value at 0.05 level of significance.

Table 1: Frequency and percentage score of business studies teachers in government and private owned secondary schools

Ownership of School	Frequency	%
Government	39	76.47
Private	12	23.53

The table 1 above shows the percentage of the sampled population of government and private owned teachers of junior secondary schools. Government owned schools have a percentage of 76.47 while that of private secondary schools have a percentage of 23.53.

Research Question One: What type of new technologies are available for teaching and learning business studies in Junior Secondary Schools?

Table 2: Types of new technologies available for teaching and learning business studies.

S/N	Items	Available		Not Available	
		F	%	F	%
1	Accounting machine	-	-	51	100%
2	Computer	51	100	-	-
3	Internet facilities	03	6%	48	94%
4	Printers	50	98%	01	2%
5	Scanning machine	-	-	51	100%
6	Fax machine	-	-	51	100%
7	Electronic calendar/scheduling	-	-	51	100%
8	Shredding machine	03	6%	48	94%
9	Adding and listing machine	-	-	51	100%
10	Mobile/cellular phones	51	100%	-	-
11	Letter addressing machine	-	-	51	100%
12	Letter opening machine	-	-	51	100%
13	Reprographics	-	-	51	100%
14	Franking machine	-	-	51	100%
15	Electronic scale machine	-	-	51	100%
16	Stamp affixing machine	-	-	51	100%
17	Multimedia projector	08	16%	43	84%
18	Sealing machine	-	-	51	100%

Survey Research 2023



The result of table 2, revealed that out of the 18 new technologies only 3 that is computer, printer and mobile phone are available for teaching and learning business studies in junior secondary schools in Owerri Municipality. This was evidenced by the percentage scores of 94, 98 and 100 respectively.

Research Question Two: What is the adequacy of new technologies for teaching and learning business studies in junior secondary schools in Owerri Municipality?

Table 3: Adequacy of new technologies for teaching and learning business studies in junior secondary schools in Owerri Municipality.

S/N	Items	X	SD	Remarks
19	Computer	3.67	0.83	Adequate
20	Printer	1.78	0.73	Not Adequate
21	Mobile phone	1.93	0.77	Not Adequate
	Cluster mean	2.45		Not Adequate

Survey Research 2023

Data in Table 3 shows that out of the 3 available new technologies, only computer is adequate for teaching and learning business studies in junior secondary schools in Owerri Municipality. This was evidenced by the mean score of 3.67. While printer and mobile phones are not adequate as shown by the mean scores of 1.79 and 1.93 respectively.

Ho2: There is no significant difference in the mean ratings of business studies teachers in both government and private owned junior secondary schools on the adequacy of new technologies for teaching and learning business studies.

Table 4: The t-test comparison between government and private schools business studies teachers on the adequacy of new technologies for teaching and learning business studies.

Variables	N	X	SD	df	t-cal	p-value	α-value	Remark
Government	39	18.34	5.05	49	4.65	0.00	0.05	Significant
Private	12	19.74	3.14					

Data in Table 4 revealed that at 0.05 alpha level with 49 degree of freedom and t-cal value of 4.65, the p-value of 0.000 is less than the alpha value of 0.05 ($df = 49, p < 0.05$). This means that the null hypothesis of no significance is rejected. Therefore, there is a significant difference in the mean ratings of business studies teachers of government junior secondary school and business studies teachers of private owned junior secondary schools on the adequacy of new technologies for teaching and learning business studies.

Discussion

The study which examined the availability and adequacy of new technologies in teaching and learning business studies in junior secondary schools revealed in table one that among all the items of new technologies listed, computer, printer and mobile phones are the only ones available for teaching and learning of business studies in junior secondary schools in Owerri Municipal. The result is in line with the findings of the study by Owenvbiuge and Ojewale (2014), which revealed that there is non-availability and acute supply of new technological equipment in secondary schools. The study by Kaizer (2019) revealed that out of 20 identified instructional materials (new technologies) only three were available for teaching entrepreneurship in business study. The result is also similar to that of Alfred and Kayoma (2012) which found that most Nigerian secondary schools do not possess the instructional materials and equipment required for the teaching of skilled subjects. The finding of this study is not different from that of Azih and Ikelegbe (2019) which revealed that equipment/material resources were lowly provided and do not support effectively the implementation of business studies at the secondary school level of education in Delta State.

The finding on adequacy of new technologies for teaching and learning business studies in table 2 revealed that out of the three two available ones only computer is adequate for teaching and learning business studies. While printers and mobile phones are not adequate. This supports the study of Salami (2016) which shows that most of the available human and material resources for effective teaching of business studies were not adequate. The study carried out by Jumbo and Nwokocha (2015) show that there is inadequate teaching and learning equipment and machines and these have made the teachers to



concentrate more on cognitive aspect of the intended objectives of business studies at the expense of the affective and psychomotor domains.

The test of hypothesis in table 4 yielded a significant result. This means government and private schools business studies teachers have different opinion on the availability and adequacy of new technologies for teaching business studies in junior secondary schools in Owerri Municipal of Imo State.

Conclusion

The need for adequate provision of new technologies for teaching and learning business studies at junior secondary school level of education cannot be over emphasized. The major objective of business studies is to provide the orientation and basic skills with which to start an occupation for those who may not have opportunity for further training. To acquire these functional basic skills business studies students need to be exposed to an enriched learning environment equipped with the necessary learning materials. The emergence of information technology has brought about a change in methods and applications. Industries and businesses are taking advantage of new technologies to expand and improve in their business operations. If these realities are before us, there is therefore need for adequate provision of new technological facilities for the training of business studies students who are potential entrepreneurs. When this is done, the student will be enabled to acquire the skills to function and excel in today's business world. Where these equipment and machines needed for teaching and learning are not available as revealed by the study efforts put together to achieve the objective of the subject becomes jeopardized.

Recommendations

1. If the objectives of business studies must be achieved, state government/ministry of education and proprietors of schools should as a matter of concern embrace change by providing students private secondary with adequate new technologies for effective teaching and learning to take place.
2. Just like Tertiary Education TrustFund (TETFund) another body should be established by the state government to help cater for the infrastructural needs of the secondary school education. Education at that level should not be neglected. The gaps left unfilled are carried over to the tertiary level hence, the lack of performance being witnessed today among students in the tertiary level of education.

References

- Alfred, S.B. & Kayoma, F.O. (2012). Enhancing the quality of vocational agriculture in secondary schools for agricultural productivity in Nigeria. *Journal of National Association of Female Teachers*, 1(2), 115-121.
- Azih, N. & Ikelegbe, S. (2019). Extent of implementation of the business studies curriculum at the secondary school education for employability skills development. *Nigerian Journal of Business Education*. 6(1), 107-116.
- Epumepu, E.A. & Igbinedion, V.I. (2014). Gender differences in enrolment and students academic performance trend in business studies in public junior secondary schools certificate examination. *Nigerian Journal of Business Education*. 2(1), 76-84.
- Jumbo, P.D.A, & Nwokocha, E.G. (2015). Availability and adequacy of infrastructural facilities as a panacea for the achievement of behavior objective of business studies in Rivers State. *Nigeria Journal of Business Education*. 2(2) 139-150.
- Kaizer, A.N. (2019). Availability of instructional materials required for teaching entrepreneurship in business studies in secondary schools in Delta State for employment skills development. *Nigerian Journal of Business Education*. 6(2), 173-187.
- NERDC (2013). Teachers' guide for the revised 9 year basic education curriculum (BEC) Business Studies. Nigeria Educational Research and Development Council (NERDC).
- Nwanchokor, J.O. (2013). Office practice and administration for students in tertiary institutions: Enugu: Chembus Communication Ventures.
- Ojukwu, K. (2012). Research techniques for business and office management. Makurdi: SISCO Nigeria Ltd.
- Onojetah, S.O. (2013). Funding as a determinant of quality assurance for business studies programme in Delta State Central Senatorial District. *Nigerian Journal of Business Education*. 1(2), 307-316.
- Owenvbiuge, R.O. & Ojewale, J.A. (2014). Application of new technology equipment in teaching business subjects in secondary schools in Oyo State. *Nigeria Journal of Business Education*. 2(1) 391-399.
- Salami, I. (2016). Human and material needs assessment for effective teaching/learning of business studies in junior secondary schools in Kwara State. *Journal of Business Education*. 3(1), 316-325.
- Ukegbu, M.N. (2017). Improving pupils achievement in Mathematics through blended learning instructional approach. *Journal of Research and Practice*. 3(2), 115-128.