UTILIZING NEW TECHNOLOGIES IN THE PREPARATION OF BUSINESS EDUCATION STUDENTS FOR SELF-RELIANCE

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Abstract
This study focused on utilizing new technologies in the preparation of business education students for self-reliance. The study is significant because unemployment has reached all- time high in Nigeria that universities are seeking better ways of preparing students so that they can have choices of employment, creating wealth or be useful to themselves after graduation. Descriptive survey research was adopted for the study. It was guided by two research questions and two hypotheses The population of the study consisted of 27 lectures and 266 students of the department of business and entrepreneurship education Kwara State University Malete and University of Ilorin, Nigeria. The structured questionnaire containing 30 items on a 5 point Likert scale was used to obtain information from the respondents. 293 questionnaires were administered to respondents and all were duly completed and returned and were used for the study. The data collected was analyzed using mean and standard deviation while t-test parametric test was used to test the hypotheses at 0.05 levels of significance. The findings revealed amongst others that utilization of new technologies by business educators in the preparation of business education students would be effective in making them self-reliant. One major recommendation was that new technologies should be effectively utilized to enable the graduates of business education to be creative and innovative.

Keywords: New Technologies, Business Education, Self-reliance and Higher Education

Introduction

Events in life take their natural course and life itself is full of changes. Change is a natural phenomenon which must come. Information and Communication Technology which is the umbrella name for new technologies is in vogue and will continue to improve as technology is the driving force in development issues across the world. Business education is a programme which prepares the youth for self-employment or for paid job. Therefore, it must follow new trends to bring up graduates who will occupy fit into the world of work. Education that will not equip the students for favourable competition is meaningless. Amiaya (2014) pointed out that new technologies have been found to possess the capacity to improve teaching and learning in the school classroom. This means that using new technologies in teaching and learning is the only adequate measure of training modern business education students for self-reliance.

The emphasis of the 21st century education is on the use of new technologies in the teaching and learning process. In Nigeria many schools are equipped with new technologies

irrespective of the fact that the nation is under developed. New technologies are provided so that the contemporary teacher especially business educators who teach skill courses for self-reliance would make use of these facilities to equip the students for the world of work, to be responsibly, proficiently, efficiently and effectively suitable for the modern business office and to be able to fend for themselves after graduation. Osuala (2009) stated that vocational and business education programmes have always provided for the needs of the society, by maintaining a high standard of manpower for the industries in the economy.

Technology has been changing the way people learn and interact for thousands of years. Johnson (2010) stated that innovations and inventions have encouraged the pace of social change throughout history, including education. Educators must prepare for a technology-rich future and keep up with change by adopting effective strategies that infuse lessons with appropriate technologies. This makes an authentic utilization of new technologies even more important. Training of business education students for self-reliance must keep pace with effective instructional technology use. This emphasis the need for educators at every level, to actively pursue professional development that enables a lifelong exploration of ways to enhance the teaching and learning of business education. Many researchers argue that major innovations or inventions, especially the Internet, adopted by society, have an effect on the structure of the human brain (Carr, 2011; Cardinali et. al; 2009; Doidge, 2007; Kurtzweil, 2005). They argued that there is little doubt that the Internet, through its networked and mobile functions, has changed the way that people find information and the way that they communicate. Therefore, if the structure of the human brain is changing due to new technologies such as the Internet, and locating information and communicating are changing, then changes to the way that students learn, and probably what they learn, would appear to follow. Education should follow the technological trend and use new technologies in teaching and learning because good teaching will always contribute to a student's development of general capabilities. This is one of the major issues and trends in business education. It is mandatory that new technologies should be utilized in preparing business education students if they are expected to actually be self-reliant.

Concept of Self-Reliance

Self-reliance is a compound word that is commonly used nowadays especially in business education. To be self-reliant is to rely on one's own capabilities, judgment, or resources; to be independent. Self-reliance is essential for job success, establishment and efficient management of personal business. Increase in unemployment has given the government, educators and individuals concern. Every aspect of education nowadays is directed towards giving the students the ability and skills that will make them have interest in self-employment. Changing the understanding of students towards paid jobs and encouraging them for self-employment can only be possible if the students are adequately trained with new technologies as this will give them the enthusiasm to try out their hands on new things. Self-reliance is the ability an individual has to establish a business of his own instead of working for another person. It is the ability to do or decide things by oneself. A person who is self-employed is said to be self-reliant. It is to be independent instead of working for another person. On the other, hand a self-relied person is an entrepreneur.

Atakpa (2011) in Agomuo (2005) stated that an entrepreneur is a person who sees a business opportunity, obtains the needed capital, knows how to put together an operation successfully and has the willingness to take personal risk of success or failure. Owenvbiugie and Iyamu

(2011) supported this view when they said that entrepreneurs are their own bosses, they make the decisions. They choose whom to do business with and what work they will do. They decide what hours to work, as well as what to pay and whether to take vacations. They offer a greater possibility of achieving significant financial rewards than working for someone else. It provides the ability to be involved in the total operation of the business, from concept to design and creation, from sales to business operations and customer response. It offers prestige of being the person in charge. It gives an individual the opportunity to build equity, which can be kept, sold, or passed on to the next generation.

New Technologies in Business Education

New technologies in Business education include the varied technologies used in teaching and learning process in business education. Amiaya (2014) supported this view when he said that new technologies are made of ICT and e-learning facilities presented by several tools like computers, internet and intranet, general system of communication, World Wide Web (www), teleconferencing and videoconferencing devices and mobile technologies. Technology has influenced what is being learnt in schools. Curriculum of business education has incorporated those contents that will allow students furnish themselves with the knowledge of the new technologies such as computer with its packages like the spreadsheet, database, Micro Soft World, Power Point, Webpage Design, Desktop Publishing, etc. Automated teller, word processor, the internet, reprographic machines, micrographic machines, accounting machines, modern telephone systems are all new technologies. In addition to desktop computers, we have laptops, wireless laptops, and tablet PCs. Also we have the World Wide Web, scanners, CD burners, USB drives, digital cameras and digital video cameras, PDAs, as well as video and DVD players. And most educators use a variety of tools-including video, e-mail, desktop conferencing, online programs such as WebTV and Blackboard, as well as video conferencing to teach. Thus, it is no longer acceptable for educators to be technology illiterate. This means that the new three E's of education are 'enabled', 'engaged' and 'empowered' which 'paints a picture of the learning process for students that is visually and structurally very different than which most students encounter in school today (Project Tomorrow, 2013). Furthermore, Resnick (2002) explained that students would need to be fluent online, with the web, text, audio, animation, video, remixing, design, downloading and uploading, and fluent in critical thinking, collaboration and deciding relevancy.

New technologies in business education are the modern facilities introduced into business industry to enable the business educator educate the learner to be proficient and profitable in the contemporary business world. The ways of using these modern facilities and packages in the class room teaching and learning processes in business education is a prerequisite for the preparation of business education students for self-reliance. Okwuanaso (2004) in Utoware, and Kren-Ikidi, (2013) posited that the more the changes in information and communication technology are occurring, the more new occupational opportunities emerge. He added that new occupational opportunities demand training and re-training that will enable the beneficiaries to meet the challenges of ever-changing skill requirements. Mohammed (2012) asserted that Information and communication technology (ICT) is the use of all forms of computer communication, network and mobile technologies to process information. Mohammed, maintained that computer technologies include all removable medias such as

optical discs, disks, flash memories, video books, multi-media projectors, interactive electronic boards and continuous emerging state of the art PCs.

Mobile technologies comprises of mobile phones, PDAs, Palm tops etc. The technologies have information as their material object which is used in teaching and learning. According to White (2013), it is important to remember that the pervasiveness of digital technology will be necessary for a lifetime in moving beyond information-centric views of education to practical and creative knowledge for the preparation of students for adequate competition in the modern business office There is no doubt that digital media and the Internet have changed the way that people access information and communicate with one another. The Internet is so prolific that it has become a global phenomenon. Howard (2011) argued that, as a society, we need to decide what sort of society we want and what sort of people we want. He further maintained that these apparently simple questions are quite profound for education in the sense that decisions about what people learn and how people go about engaging with one another, in order to learn, come to the fore. The social institution of education may be society's answer to these questions.

Business education should be focused on the Partnership for 21st Century Skills as these are the issues and trends of the 21st century education. It should be able to target to make the students fit into the current technological trend by adequately using new technologies in the classroom teaching and learning so that the graduates will not be a misfit in the society.

Statement of the problem

The world is technology driven and the introduction of new technologies has changed the way things were done even in the classroom teaching and learning. The traditional methods of pedagogy which focused on the teacher pouring knowledge on the learner has given way to the child-centred learning method where the students are expected to discover learning using new technologies. The content and pedagogy are no longer sufficient in a digital world because there is now a technological dimension for accessing information and for communicating which the students need to know. The question remains about how business education can change existing teaching practice to utilize technological, pedagogical and content knowledge. Teachers need to embrace new technologies to become fluent in the use of digital technologies for teaching in the digital age. The aim of teaching and learning using new technologies is focusing less on paid job and more on self-reliance. The new technologies which encompass all the modern ICT facilities should be skillfully utilized by business educators in preparing the students for self-reliance. Where this is not so the students seems to be wasted and the years of schooling also wasted. According to Adiole and Igboanugo (2012) in Nwachukwu and Mahmud (2013) technology has changed the content, nature, procedure, tools and practices of virtually every human endeavor. They maintained that these changes cannot be ignored as no nation, profession or even person can expect to develop in this technological era without making attempt to follow the trend of technology. If this is the case then what are the consequences of not utilizing new technologies in business education in the preparation of students for self-reliance?

Purpose of the study

The major purpose of the study was utilizing new technologies in the preparation of business education students for self-reliance.

Specifically the study was carried out in order to:

1. Determine the new technologies that can be utilized in the preparation of business education students for self-reliance.
2. Ascertain the benefits of utilizing new technologies in the preparation of business education students for self-reliance

Research Questions

1. What are the new technologies that can be utilized in the preparation of Business Education students for self-reliance?
2. What are the benefits of utilizing new technologies in the preparation of business education students for self-reliance?

Hypotheses

The following null hypotheses was formulated and tested at 0.05 level of significance

1. There is no significant difference between the opinion of lecturers and that of the students regarding the new technologies that could be utilized in the preparation of business education students for self-reliance.
2. There is no significant difference between the opinion of lecturers and the students regarding the benefits of utilizing new technologies in the preparation of business education students for self-reliance.

Method

The descriptive survey research design was adopted for this study. A survey research design is one in which group of people or items are studied by collecting and analyzing data from only a few people or items considered being representative of the entire group with the intention of using the data to justify current conditions of the studied phenomena. The area of the study are Kwara State University, Malete and University of Ilorin, Nigeria.

Population

The population of the study consists of business education students and lecturers in universities offering business education in Kwara State. The universities are University of Ilorin, Kwara State University and Al-Hikmah University, Igbaja.

Sampling Technique

All students and lecturers totaling 293 and 27 respectively in Kwara State University and University of Ilorin which are public universities were studied. Al-Hikmah University being a

private university was left out because business education programme was recently introduced and has not been accredited by National Universities Commission.

Instrument for Data Collection

The instrument for data collection was a questionnaire with 30 items structured on a 5-point rating scale of Strongly Agreed, Agreed, Undecided, Disagreed and Strongly Disagreed with values of 5, 4, 3, 2, and 1 respectively. The questionnaire was divided into two sections A&B, to answer questions regarding the new technologies that could be utilized and the benefits of utilizing these technologies in the preparation of business education students for self reliance. The instrument was validated by two experts from the Department of Business and Entrepreneurship Education Kwara State University, Malete. The reliability of the instrument was tested to ascertain the internal stability of the questionnaire items and a reliability index of .89 was realized. The Research Questions were answered using mean and standard deviation. Any mean score of 3.00 and above was accepted while any mean score below 3.00 was rejected. The student t-test statistics was used in testing the hypotheses.

Results

Research Question 1

What are the new technologies that could be utilized in the preparation of Business Education students for self-reliance?

Table 1: Mean rating and standard deviation of lecturers and students on new technologies utilized in the preparation of Business Education students for self-reliance.

S/No	New Technologies	X	SD	Remarks
1.	New technologies are modern ICT Facilities used in teaching and learning in business education.			
2.	Computers and projectors are used in teaching and learning in this technology era.	4.40	.68	Agreed
3.	Teaching in this digital age requires MP3 tablets and Smartphone.			
4.	Most educators use a variety of tools such as video, e-mail, desktop conferencing, online progra interactive whiteboard to teach in this techno			
5.	Wireless classroom, microphone, mobile dev technologies in business education			
6.	Internet with all of its variations e.g. em Facebook, are new technologies			
7	Class blog and wikis should be used in this age in teaching and learning			
8.	Multimedia fluency is required by business this technological age			
9.	IPod, CD ROM, DVD, Modem, Laser pr technologies			
10.	Web, text, audio, animation, video, rem downloading and uploading, and fluent in c should be some of the qualities that can b educators in preparing students for self-relia			

11.	scanners are useful in the preparation of students for self-reliance.	4.97	.14	Agreed
12.	Smart board, World Wide Web, CD burners, USB drives, are new technologies.	4.93	.32	Agreed
13.	E-learning, PDAs, as well as video and DVD players should be used in the technological classroom.	4.64	.73	Agreed
14.	Business educators should use WebTV and Blackboard, as well as video conferencing to teach .	4.84	.47	Agreed
15.	Skype should be used sometimes to teach so that distance would not be a barrier to teaching and lea			

Grand Mean 4.50

The results in Table 1 indicated that all the respondents agreed with all the 15 items that the new technologies mentioned in the questionnaire should be utilized in the preparation of business education students for self- reliance.

Research Question 2

What are the benefits of utilizing new technologies in the preparation of business education students for self-reliance?

Table 2: Mean rating and standard deviation of lecturers and students on benefits of new technologies utilized in the preparation of Business Education students for self- reliance.

S/No	Benefits of utilizing new technologies	X	SD	Remarks
16.	application of knowledge gained.	5.0	.00	Agreed
17.	New technologies encourages students participation in the classroom teaching and learning.	4.64	.73	Agreed
18.	Learning is better discovered when using new technologies.	4.61	.68	Agreed
19.	New technologies in teaching and learning makes teaching and learning more effective.	4.82	.53	Agreed
20.	It enhances their knowledge of the global society.	4.80	.47	Agreed
21.	New technologies enable learners to develop global competence .	4.84	.42	Agreed
22.	It gives students opportunity to learn and see new places.	4.90	.45	Agreed
23.	Possesses the capacity to improve teaching and learning.	4.85	.43	Agreed
24.	It provides students with opportunities that make it easier for them to operate in this digital age.	4.98	.10	Agreed
25.	There is no classroom demarcation because learning can take place any time irrespective of the location of the teacher and the students.	4.44	.88	Agreed
26.	It equips them with skills required for survival in the modern business office.	3.83	.37	Agreed
27.	Users can set up internet business after graduation.	3.86	.86	Agreed
28.	It helps them not to be a misfit in the contemporary office .	3.62	.48	Agreed
29.	It enables the teacher meet the needs of every student.	4.64	.73	Agreed
30.	Enhances learners understanding concerning the business environment.	4.76	.68	Agreed

Grand Mean 4.60

The data presented in Table 2 revealed that all the respondents agreed that there are benefits in using new technologies in the preparation of Business Education students for self-reliance with a mean score of 5.00 and 3.83 respectively.

Results of the test of hypotheses

Ho1. There is no significant difference between the opinion of lecturers and that of the students regarding the new technologies that could be utilized in the preparation of business education students for self-reliance.

Table 3: Student t-test result on the opinion of lecturers and students regarding the new technologies that could be utilized in preparation of business education students for self-reliance.

Variables	N	X	SD	DF	α	t-cal.	t-crit	Decision_____
Lectures	27	3.72	.27	29	0.05	1.284	0.205	Rejected
Students	266	4.90	.45					

The table 3 above showed that the calculated value of t was 1.284. The t-critical value was 0.205 which is greater than the fixed p-value of 0.05 ($p<0.05$). Therefore, the null hypothesis which stated that there is no significant difference between the opinion of lecturers and students regarding the new technologies that could be utilized in the preparation of students for self-reliant was rejected.

Ho2: There is no significant difference between the opinion of lecturers and the students regarding the benefits of utilizing new technologies in the preparation of business education students for self-reliance.

Table 4: Student t-test result on the opinion of lecturers and students regarding the benefits of new technologies that could be utilized in preparation of business education students for self-reliance.

Variables	N	X	SD	Df	α	t-cal.	t-crit	Decision___
Lectures	27	3.86	.17	291	0.05	1.78	0.081	Rejected
Students	266	4.85	_ .33					

The analysis in Table 4 showed that at 0.05 level of significance, t-calculated of 1.78 was greater than the t-critical of 0.081, therefore the null hypotheses which stated that there is no significant difference between the opinion of lecturers and the students regarding the benefits of utilizing new technologies in the preparation of business education students for self-reliance was not upheld.

Discussion of Findings

The data presented in table 1 provided answers to research question one by agreeing that new technologies should be utilized in the preparation of business education students for self-reliance. It indicated the acceptance of both lectures and students in the new technologies that could be utilized in the preparation of business education students for self-reliance. The findings agreed with the works of Amiaya (2014) and Mohammed (2012) that new technologies include all removable medias such as optical discs, disks, flash memories, video books, multi-media projectors, interactive electronic boards and continuous emerging state of the art PCs. Mobile technologies comprises of mobile phones, PDAs, Palm tops etc. Technology has been changing the way that people learn and interact for thousands of years this was also in agreement with the work of Johnson (2010) which stated that innovations and inventions have encouraged the pace of social change throughout history, including education. This revealed that teaching and learning in this technology age requires all the ICT facilities to be able to give the learner the required education of the time.

The results of Table 2 found that there is the need to utilize new technologies in the preparation of business education students for self-reliance as the knowledge of these technologies enhances their understanding of the business environment in the digital age. It also revealed that it is the only means of given the students the right learning which would benefit them in this digital age. This finding was in consonance with the study of Osuala (2009) which reported that vocational and business education programmes have always provided for the needs of the society, by maintaining a high standard of manpower for the industries in the economy.

The importance of issues and trends relating to the use of new technologies in the preparation of business education students for self-reliance cannot be overemphasized as there is no way the youths could be useful in this digital age without adequate knowledge of these technologies. The trends of using new technologies in teaching and learning in the 21st century education is very important because that is the only means of enabling the graduates to be self-relied and not only being self-reliant but will also be employers of labour thereby reducing unemployment in the country. The benefits accrued to utilizing new technologies in the preparation of business education students for self-reliance is worth pursing as revealed by this paper.

Conclusion

New technologies are in vogue, the digital age requires that knowledge, skills and attitudes be utilized in order to harness the 21st century teaching and learning which is digital in nature. The Utilizing of new technologies in the preparation of business education students for self-reliance is very important because that is the only way of enabling the youths to be creative and innovative in this age.

Recommendations

Based on the investigations carried out by this research study the following recommendations are made:

Business Educators should utilize new technologies because using new technologies in teaching and learning is the only effective and efficient training in this digital age.

It is imperative for business educators to retrain and update themselves and their skills on the new technologies in business education.

The laboratories, studios and workshops of every business education department should be equipped with new technologies to suite the technological need.

New technologies should be adequately provided and effectively utilized to enable the graduates of business education be creative and innovative.

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