INFLUENCE OF NEW TECHNOLOGIES ON THE TEACHING OF BUSINESS EDUCATION COURSES IN TERTIARY INSTITUTIONS IN KWARA STATE

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Abstract
The study investigates the influence of new technologies on the teaching of business education courses in tertiary institutions in Kwara state. Two research questions and one hypothesis guide the conduct of the study.Descriptive survey research design was used for the study. A total of 37 business education lecturers in the public tertiary institutions in Kwara state was selected. A questionnaire with Cronbach reliability of 0.70 was the instrument used for data collection. Percentages mean score was used to analyze the research questions while t-test was used to analyze the hypothesis. The result of the data collected and analyzed indicated that lecturers have access to the new technologies for teaching of business education courses. The result of the test of the null hypothesis showed no significant difference in the mean rating of respondents. It was concluded that new technologies have a positive influence on the teaching of business education courses. It was recommended among others that institutional administrators should encourage business teachers through sponsorship to acquire knowledge and skills in the area of new technologies.

Introduction

Over the past two decades, development in the economic, social and technological environment has led to far reaching changes in the way organizations operate. Specifically, advances in technology have helped in the development of new organizational work practices and training methods. As a result, in recent years, teaching methods have started to change in educational institutions in general and in business education in particular (Okwuanaso, 2004). Nigeria as a developing country looks to tertiary education and make a significant contribution to her economic growth and competitiveness so that improvement in the quality of teaching in institutions will remain acute.

Technology, according to Njoku (2006), could be defined as the application of the scientific method to solving problems in our daily life. The world has gone technological and this has pervaded every field of endeavor including education. However, Technology has been used to achieve success in delivering instructions in the school, colleges, and universities. It is observed that as some of these technologies are becoming outdated,

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others are emerging with more difficulties of operation and application. The need to employ these new technologies in schools and organizations continues to arise. Despite the importance attached to the use of new technologies, there are risks associated with long use of it. As these technologies are used in schools, lecturers used them for research purposes, to search for information and prepare lecture notes and as well as for teaching. Where these technologies are not available in schools, lecturers use them at home or in the cyber café.

New technologies in business education are designed to prepare students for a variety of careers in high-tech business offices. No doubt the emergence of new technologies such as modern computers, word processor, the internet, automobile teller machines, reprographic machines, micrographic machines, accounting machines, the modern telephonic system, including handset and multimedia among others, have not only revolutionized the office environment but have also brought changes in the ways people are doing things (McCubbrey, (2002).

Mortion (2012) listed a number of emerging technologies which include: power point, (slide presentation), blogging, mobile devices, iTunes, screen casting, augmented and virtual reality, twitter, wikis, voice thread, voice recognition, web, video and teleconferencing, YouTube. Others include video conferencing, interactive white board, online library, data bases, LCD projector, internet enable phones and hybrid devices that combine two or more of these facilities and not forgetting ones that guarantee the application of standard file format such as HTLM, PDF, GIT, JPEG, and MPEG.

The technological changes in business education are basically from information and communication technology (ICT) perspective. The society is generally ICT-driven and in order to keep abreast of these changes, there must be a restructuring in the knowledge and skills given to learners/students in business education. Electronic office (e-office) is one of the phenomena of the 21st century which is paperless office approach in which every office work is done with use of computer. It is based on this that most business education department in tertiary institution are building ICT centers, improved computer laboratories as well as offering professional courses in computer studies to produce students/graduates that can easily adapt in their ever changing business environment.

Business education is a component of vocational education program that prepare an individual for career in business and also to be intelligent consumers of economic goods and services. Business education provides students with the needed competencies, skills, knowledge, understanding and attitudes to perform as workers in industries, civil service and also as proprietors of business. Business education is worked-focused, skill-based, result oriented and technology based (Ugwoke, 2011). The competitive business environment is subject to change, this is because change is the only constant factor in life. Education is seen as instrument per excellence in preparing citizens for effective roles in

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the society. One form of education that equips its recipients to adapt to the changing world of work is business education. According to Osuala (2009), business education is a program of instruction which consist of two part:

(a) office education; a vocational education program for office careers through initial, refresher and upgrading education leading to employability and advancement in office occupation.

(b) General business education ; a program to provide students with information and competencies which are needed by all in managing personal and business affairs and in using the services of the business world. However, for business education program to remain relevant in providing the needs of individuals and that of the society, they must embrace current trends (new technologies) in the academic and economic demands of the society.

According to Owojori (2011), business education teachers and practitioners should expect rapid changes in the state of the arts in the world of work and the classrooms in this 21st century more than the changes that occurred in the past centuries together. According to him, "with several researches and studies going into reducing the strains and stresses at the work place, we should expect serious emerging trends and challenges in business education". Owojori (2011) stresses further that business educators should expect more challenges posed by telecommunications in recent years than the challenges of the future. The ever-changing role of technology continues to be a challenge for all educators especially business educators. Business education teachers are constantly required to update their software and hardware skills as well as learn new information-based technologies. The incorporation of this knowledge and the constant maintenance and updating of hardware is a real challenge for business educators.

The study would be significant in the sense that it would enable the lecturers of business education to be aware of the new technologies for teaching and the importance attach to using new technologies for teaching.

The study, "Influence of new technologies on teaching of business education courses" needs to be examined since technology brings the tools of empowerment into the hands and minds of those who use them. If the study is not examined, there won't be revolution in the way we think, teach and work and also reduce the student's learning processes and outcome.

Purpose of the Study

The purpose of this study is to:

1. Identify the new technologies lecturers have access to in tertiary institutions in Kwara State
2. Examine the influence of new technologies on the teaching of business education courses in tertiary institutions in Kwara State

Research Questions

1. What are the technologies lecturers have access to in teaching business education courses in tertiary institutions in Kwara State?
2. To what extent do new technologies influence the teaching of business education courses in tertiary institutions in Kwara state?

Research Hypothesis

Ho: There is no significant difference between the mean responses of male and female lecturers regarding the influence of new technologies on the teaching of business education courses in tertiary institutions.

Methodology

A descriptive survey research design was used to carry out the influence of new technologies on the teaching of business education courses in tertiary institutions in Kwara State. The survey carried out cover the entire public owned institutions in Kwara State which include University of Ilorin, Kwara State University, Kwara State Polytechnic and College of Education Ilorin. The population for the study consisted of business education lecturers from the public owned institutions in Kwara State. No sample was taken as the entire population was used for the study. The instrument used was made up of a structured questionnaire consisting of 25 items was used to elicit information from the respondents on the new technologies lecturers have access to in teaching and the influence of the new technologies on the teaching of business education courses.

The questionnaire was subjected to a face validation by three lecturers from the Department of Business and Entrepreneurship Education, Kwara State University Malete, Nigeria. The internal consistency of the questionnaire was ascertained using Cronbach Alpha reliability, which yielded a reliability coefficient of 0.70. The research questions were answered using percentages and mean while the hypothesis was tested using t-test at an alpha level of 0.05.

Table 1: Frequency and Percentage score of the new technologies lecturers have access to in teaching business education courses

S/N	ITEM	Accessible		Not Accessible		Decision
		F	%	F	%	
	The following new technologies are accessible for teaching business education courses in my school:					
1.	Modern computers	37	100	0	0	Accessible
2	Class blog	37	100	0	0	Accessible
3	Interactive whiteboard	18	48.6	19	61.4	Not accessible

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4	Video library	8	21.6	29	78.4	Not accessible
5	LCD Projector	22	59.5	15	40.5	Accessible
6	CD ROM, DVD, Modem	37	100	0	0	Accessible
7	Laser printer	37	100	0	0	Accessible
8	USB Drives	37	100	0	0	Accessible
9.	Microphone	29	78.4	8	21.6	Accessible
10	Internet enable phones and hybrid devices	27	73.0	10	27.0	Accessible
11.	Video Tele-conferencing	30	81.1	7	18.9	Accessible
12.	Electronic mail	37	100	0	0	Accessible
13.	Photocopier	37	100	0	0	Accessible
14	Digital camera	10	27.0	27	73.0	Not ccessible
15.	Instructional software (tutorial, drills and practice)	29	78.4	8	21.6	Accessible

Source: field survey, 2015

The result presented in table 1 showed that the respondents indicated that 12 of the technologies are accessible with percentages ratings between 59.5 and 73.0 to 100 respectively. The table further clarified that the respondents indicated not accessible for some items like digital camera, interactive whiteboard and class blog with percentage ratings between 73.0, 61.4 and 78.4 respectively as technologies not accessible for teaching business education courses.

Table 2: Mean score of the extent to which new technologies influence the teaching of business education courses

S/N	ITEMS	MEAN	REMARKS
1.	The use of modern computers help me to deliver well in the classroom	3.41	Agree
2.	The availability of the wireless classroom enables better teaching of business education	3.03	Agree
3.	The use of LCD projector makes teaching easier	3.05	Agree
4.	Instructional software facilitates acquisition of basic skills through drill and practice	3.03	Agree
5.	The use of interactive whiteboard enable teacher and students play active roles in the classroom	2.59	Agree
6.	Internet enables phones and hybrid devices enhance students' motivation	3.14	Agree
7.	Electronic mail enhances communication and productivity in education	3.22	Agree
8.	Video teleconferencing enable ease delivery and better result	2.16	Disagree

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9.	Video library enables quick access to resource materials online and have a positive impact on teaching	2.05	Disagree
10	The use of modern computers has a positive impact on teaching and learning	3.32	Agree

Source: field survey, 2015

The result presented in table 2 revealed that the respondents agreed on 8 items as new technologies which influence the teaching of business education courses in tertiary institutions in Kwara State with mean ratings between 2.59 to 3.41. The table further indicated that the respondents disagreed on 2 items, video library and video teleconferencing as new technology which does not have influence on teaching of business education courses in tertiary institutions.

Hypothesis: Ho There is no significant difference between the mean responses of male and female lecturers regarding the influence of new technologies on the teaching of business education courses in tertiary institutions.

Table 3: Independent t-test result of mean difference between responses on male and female lecturers and the influence of new technologies on teaching of business education courses

Gender	N	Mean	SD	t-cal	Df	t-crit.	Sig (2tailed)	Decision
Male	26	2.88	0.58	0.242	35	1.96	0.81	Not Rejected
Female	11	2.94	0.64					

Source: Field survey, 2015

Table 3 revealed the male respondents had mean and standard deviation of 2.88 and 0.58, respectively, while female respondents had mean and standard deviation of 2.94 and 0.64 respectively. The calculated value of t was 0.242 (t_{37}=0.242). The observed p-value was 0.81 which is greater than the fixed p-value of 0.05 ($p \geq 0.05$). Therefore, the null hypothesis which stated that there is no significant difference between the mean responses of male and female lecturers regarding the influence of new technologies on the teaching of business education courses in tertiary institutions was not rejected. Hence, the inference drawn was that the male and female lecturers did not differ significantly in their opinion on the influence of new technology on the teaching of business education courses.

Discussion

The findings among others revealed that lecturers have access to most of the new technologies identified for teaching of business education courses. The findings showed that technologies like modern computer, class blog, LCD projector, CD Rom, DVD and modem, laser printer, USB drive, microphones, internet enable devices and hybrid

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devices, video teleconferencing, electronic mail, instructional software, etc are accessible for teaching of business education courses in tertiary institutions while technologies like digital camera, interactive whiteboard and video library are not accessible for teaching of business education courses. The study is in line with Azih (2011) who found that polytechnics in Nigeria do not have sufficient technological facilities for teaching the practical based business education courses.

The study also revealed that there is no significant difference in the mean response of male and female lecturers regarding the influence of new technologies on the teaching of business education courses in tertiary institutions. This means that lectuerers' opinion did not differ statistically significantly. This findings support the earlier findings of Adegbenjo (2014) who observed that emerging technologies have significant positive effects on teaching and learning. She further stated that the impact of emerging technologies is felt by all stakeholders in education.

Conclusion

The study established that there is accessibility of new technologies for teaching business education courses in higher institutions. Also new technologies have a positive influence on the teaching of business education courses in tertiary institutions. Therefore lecturers are left with the responsibility to make use of them for the proper teaching of business education courses. Since the technologies are accessible, adequate utilization of it should be supervised in order to make students possess competencies and long life skills before they enter into the world of work.

Recommendation

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

1. The school should incorporate the new technologies in the curriculum of business education courses.
2. Efforts should be made by teachers to go for training, particularly to learn the operation of those new technologies, to be able to teach their students
3. There is need for schools to provide and encourage the use of interactive whiteboard to enable teachers and students play active roles in the classroom.
4. Institutional administrators should encourage business teachers through sponsorship to acquire knowledge and skills in the area of new technologies.

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