



RESEARCH ARTICLE

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

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ABSTRACT

The study looks into how new technologies are affecting how business education courses are taught in Bayelsa state's tertiary institutions. The study's execution was directed by two research questions and one hypothesis. The study employed a descriptive survey research design. Two academic schools in Bayelsa state recruited a total of 37 business education instructors. Data were gathered using a questionnaire having a Cronbach reliability of 0.70. Percentages The research questions were analysed using the mean score. According to the results of the data collection and analysis, instructors have access to new technology for teaching business education courses. It was determined that teaching business education courses are positively impacted by modern technology. It was suggested, among other things, that institutional managers should encourage business education instructors to learn new technology by sponsorship.

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INTRODUCTION

Over the past 20 years, developments in the economic, social, and technological settings have significantly altered how organisations operate. Technology advancements in particular have facilitated the development of new organisational work practices and training approaches. Due to this, educational institutions and business education have begun to adjust their teaching approaches in recent years (Okwuanaso, 2004). Nigeria is a developing country that relies on postsecondary education for its economic development and competitiveness, thus there is a continuing need to raise the bar for instruction in institutions. According to Njoku (2006), technology is the use of the scientific method to address issues in daily life. Every sphere of life has undergone a technological revolution, including education. But at schools, colleges, and universities, the delivery of instruction has been successful when using technology. It has been noted that when some of these technologies age, others are developing with more operational and practical challenges. There is an ongoing need to implement these new technologies in educational institutions and workplaces. Although using new technologies is important, there are risks involved in doing so over an extended period. Due to the widespread adoption of these technologies in education, lecturers have been using them both for research, teaching, and other academic tasks including finding information and creating lecture notes.

Lecturers use these technologies at home or in a cybercafé when they are not available in classrooms. A range of occupations in high-tech business offices can be prepared for by using new technology in business school. It is undeniable that the development of new technologies, including contemporary computers, micrographic machines, word processors, automobile teller machines, accounting machines, reprographic machines, and the modern telephonic system, including handset and multimedia, among others, has not only revolutionised the office environment but also changed how people go about their daily lives (McCubbrey, 2002). Morton (2012) identified several developing technologies, including YouTube, Twitter, wikis, augmented and virtual reality, screen casting, mobile devices, iTunes, voice threading, teleconferencing, web, video, and PowerPoint. Other features include video conferencing, an interactive whiteboard, an online library, databases, an LCD projector, internet-enabled phones, hybrid devices that integrate two or more of these features, and those that ensure the use of common file formats like JPEG, PDF, HTML, GIT, and MPEG. Information and communication technology (ICT) is largely responsible for the technical advancements in business education. The ICT-driven nature of society necessitates a restructuring of the knowledge and skills taught to learners/students in business education to stay up with these changes. One of the 21st-century developments is the electronic office (e-office), a paperless workplace model in which all office tasks are carried out using computers. Based on this, the majority of business education departments in tertiary institutions are creating ICT centres, upgrading computer labs, and providing professional

computer studies courses to produce students and graduates who can readily adapt to their constantly changing business environment. Business education is a part of vocational education that educates students on careers in business and being informed consumers of goods and services. Students who study business gain the necessary abilities, skills, knowledge, understanding, and attitudes to function as employees in the private and public sectors as well as business owners. A business education programme helps its graduates to have marketable talents that are technology-based, work-focused, skill-based, and result-oriented (Ugwoke, 2011). This is because change is the only constant in life, including in the field of education, and the competitive business climate is ever-evolving. On the other hand, education is viewed as a superior tool for training persons for useful roles in society. Business education is one type of education that prepares its students to adjust to the evolving workplace.

Osuala (2009) describes business education as an instructional programme with two components:

- Office education is a profession-focused educational programme that provides initial, refresher, and upgrading education for office careers to increase employability and career advancement.
- General business education, a course designed to give students the knowledge and skills necessary for everyone to manage their personal and professional affairs and to use the services of the business world. A business education programme must, however, adopt modern trends (new technologies) in the academic and economic demands of society to continue to be relevant in meeting both individual and societal goals.

More than all previous changes put together, Owojori (2011) asserts that business education practitioners and teachers should prepare for quick changes in the state of the arts in the workplace and classrooms in the twenty-first century. He stated that "we should expect major developing trends and difficulties in business education" as a result of the various research and studies being conducted to lessen the pressures and stressors at work. Owojori (2011) emphasizes further that business educators should anticipate that recent developments in telecommunications would present more obstacles than those to come. All educators, but especially business educators, continue to face difficulties as a result of the constantly evolving role of technology. Teachers of business education must regularly upgrade their knowledge of hardware and software and pick up new information-based technologies. For business instructors, the integration of this knowledge and the ongoing upkeep and updating of hardware presents significant challenges. The study would be crucial in that it would give business education instructors knowledge of new teaching technologies and the significance of using these tools in the classroom. Since technology puts empowering tools in the hands and brains of individuals who use them, the study "Influence of new technologies on the teaching of business education courses" needs to be looked at.

Purpose of the Study

The purpose of this study is to:

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

Research Questions

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

METHODOLOGY

The impact of new technologies on the teaching of business education courses in tertiary institutions in Bayelsa State was investigated using a descriptive survey study design. The study was conducted at Niger Delta University on Wilberforce Island and the Isaac Jasper Boro College of Education in Sagbama, both in Bayelsa State. 37 business education lecturers from the two tertiary institutions in Bayelsa State were the study's population. Since the study employed the full population, no sample was taken. The 25-item structured questionnaire that made up the instrument was designed to gather information from the respondents on the new technologies that lecturers can utilise in their classes and how those new technologies have affected how business education courses are taught. Three instructors from the Department of Vocational and Technology Education at Niger Delta University in Wilberforce Island, Bayelsa State, face validated the questionnaire. Cronbach Alpha reliability was used to determine the questionnaire's internal consistency, and the result was a reliability coefficient of 0.70. Percentages and Mean were used to respond to the research questions.

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 computer	37	100	0	0	Accessible
2	Class Blog	37	100	0	0	Accessible
3	Interactive whiteboard	18	48.6	19	61.4	Not accessible
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 accessible
15	Instructional software (tutorial, drills and practice)	29	78.4	8	21.6	Accessible

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 cameras, interactive whiteboards and class blogs 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 the acquisition of basic skills through drill and practice	3.03	Agree
5.	The use of an interactive whiteboard enables the teacher and students to 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

The result presented in table 2 revealed that the respondents agreed on 7 items as new technologies which influence the teaching of

business education courses in tertiary institutions in Bayelsa State with Mean ratings between 2.59 to 3.41. The table further indicated that the respondents disagreed on 1 item, video teleconferencing as new technology which does not influence the teaching of business education courses in tertiary institutions.

DISCUSSION OF FINDINGS

The data also showed that most of the emerging tools for teaching business education courses are available to lecturers. The results showed that while technologies like a digital camera, interactive whiteboard, and video library are inaccessible for the teaching of business education courses in tertiary institutions, others, like a modern computer, class blog, LCD projector, CD ROM, DVD and modem, laser printer, USB drive, microphones, internet-enabled devices and hybrid devices, video teleconferencing, electronic mail, and instructional software, are. The study supports Azih's (2011) finding that polytechnics in Nigeria lack the technology resources necessary to conduct business education courses with a practical focus.

CONCLUSION

The study found that new technologies are available for use in higher education classrooms for teaching business education courses. Additionally, the teaching of business education courses in higher institutions has benefited from the development of new technologies. As a result, it is up to lecturers to utilise them for the effective delivery of business education courses. Since the technologies are available, proper use of them should be overseen to ensure that students have the necessary competencies and lifelong skills before they enter the workforce.

RECOMMENDATIONS

Based on the study's findings, the following suggestions are made:

1. The school should incorporate new technologies in the curriculum of business education courses.

2. Efforts should be made by teachers to go for training and retraining particularly to learn the operation of those new technologies, to be able to teach their students
3. There is a need for schools to provide and encourage the use of interactive whiteboards to enable teachers and students to play active roles in the classroom.
4. Institutional leaders could encourage business professors to learn new technology by offering them sponsorship.

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