

**EXTENT OF UTILIZATION OF NEW TECHNOLOGIES IN TEACHING
BUSINESS EDUCATION COURSES BY LECTURERS IN UNIVERSITIES
IN SOUTH-EAST IN NIGERIA**

IWUOHA CHARITY U. (Ph.D)

Department of Business Education

Alvan Ikoku Federal University of Education, Owerri.

Charityiwuoha1@gmail.com; 08037330198

DR. IFEYINNWA F. OKORO

Department of Curriculum/Instruction

Alvan Ikoku Federal University of Education, Owerri

ifeyinwafelicity4@gmail.com

NDIDI UGOCHUKWU

Department of Business Education

Alvan Ikoku Federal University of Education, Owerri

ugochukwundidiamaka@gmail.com

Abstract

The study explored the extent of utilization of new technologies in teaching Business Education courses in universities in South-East Nigeria. Two research questions and two null hypotheses guided the study. The study adopted a descriptive survey design. The population of the study comprised 140 business education lecturers from public universities in the South-East that offer business education programme. The entire population was used for the study as a result of its manageable size. A 31 item structured questionnaire was used. The questionnaire was validated by three experts one from the Business Education Department Alvan Ikoku Federal University of Education Owerri, one from the Education department Nnamdi Azikiwe University Awka and the last expert from the Department of Measurement and Evaluation Alvan Ikoku Federal University Of Education Owerri. Cronbach Alpha reliability procedure was used. The instrument yielded a reliability coefficient of 0.85. One hundred and forty (140) duly completed copies of the instrument were administered, retrieved and used for the study. Data collected were analyzed using mean and standard deviation for research questions while the hypotheses were tested at 0.05 level of significance using t-test. The decision rule was based on a cumulative mean score of 3.5 and above denotes High Extent (HE) while mean less than 3.5 were denoted as Low Extent or Disagreed. The null hypothesis was rejected if the t-calculated value was greater than the t-critical value at 0.05 alpha levels or otherwise accepted. Findings of the study revealed that there is Moderate Extent of utilization of new technologies in teaching business education courses. There are constraints to utilization of new technologies by business education lecturers for teaching Business Education courses in

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universities in South-East Nigeria. Gender did not significantly influence the ratings of the respondents. Based on the findings, it was recommended that business education curriculum developers should formulate policies that mandate the use of new technologies in teaching Business Education subjects in the universities in South-East.

Keywords: Utilization, New Technologies, Teaching, Business Education

Introduction

The advent of technology has revolutionized the way people learn, work and live. This digital revolution no doubt is paving ways into every aspect of human endeavor. The 21st century work environment is technologically driven making it difficult for people who are not technologically equipped to cope with the work environment (Madu, 2021). Technology in the view of Osundu (2019) is seen as the practical application of knowledge to the attainment of realistic objectives in a repeatable manner. Technology also refers to machinery and equipment that uses the appropriate scientific knowledge in a particular area for purpose of assessment using technical method (Igbokwe 2018). Technologies comes in different forms and models such as computers soft ware hardware, internet facilities, technological skills etc most of the technologies are new and require skilled persons to handle, with the development of new technological changes, educational processes are becoming obvious as its need gradually becoming enormous. Ibeziem (2019). It is therefore not an oversight to say that technology is power especially in this information age where advancement has touched the teaching and learning process.

New Technologies according to Anderson and Glen (2023) refers to those technologies whose development practical applications or both are still largely unreached. While most of these technologies are recent, some older ones are also finding new uses. New technology-based educational interventions play special roles in achieving the goals of education. They have changed the way we learn and educate especially in Business Education. Business Education is an integral part of vocational

education that equips its recipients with skills and competence for self reliance Business Education in the view of Nwosu (2018) is education for and about business which makes a learner to acquire skills for personal development, occupation and economic transformation. Business Education as a professional field stresses the training of character and skill acquisition with a goal of building mutual trust in business transactions. In general terms, the major aim of business education is the provision of requisite skills to its recipients to meet societal needs. For Business Education programme to remain relevant in providing the needs of individuals and that of the society, it must embrace current trend in the academic and societal demands (Mbachu,2023). Business Education Courses are business subjects contained in the curriculum of Business Education programs that prepare students to acquire skills. Ubaka (2020) notes that Business Education courses include general business courses and basic business subjects.

Teaching business courses in university education using technologies is perceived most appropriate in preparing students to acquire skills in a technological era to adapt to the changes in the digital work place of today. Some of the new technologies that can be utilized in teaching and learning of business education include: computers which enables computing power at anytime and anywhere, Multi smart phones, YouTube, Microsoft word and micro soft excel, internet facilities, Google classroom, digital library, class room management software, Email, Zoom among other. Orji (2019) observed the need for Business Education teachers to acquire skills that will enable them utilize the technologies in teaching business subjects in Nigerian Universities especially in the South-East. With the use of new technologies in teaching business education courses, students are better informed and joined to acquire knowledge, skills and understanding to be employees or to be self-employed. Azuka (2019) noted that the benefits of utilization of new technologies in

teaching business education courses prepare students who will be relevant in the present digitalized economy.

Furthermore, Ogah (2021) observed it has been observed that acquiring skill may not be the only reason for not effectively utilization of new technologies in teaching business education courses. Igwe (2020) affirmed that there are hindrances to the use of new technology in teaching, such as funding problems lack of power supply, high cost of data, and lack among others. Availability of new technologies for teaching business education is no longer new but the concern is the extent of the utilization of the new technologies for teaching business education courses efficiently and effectively despite the challenges involved. Njoku (2022) opined that ability to utilize the available new technologies in teaching business education is very important, so many business education teachers lack the necessary skills required to utilize the technologies in teaching and learning of business education courses in an era of digitalization. If business education programme is to produce relevant graduates for the present day Labour Market, there is need for business education lecturers to ensure that modern technologies are effectively utilized in teaching and learning of business education courses to meet the expectations at the place of work. Iwuoha, et al. (2025) observed that when new technologies are used in teaching business education courses, they helps to expand access to education, increase participation and make teaching and learning process more engaging to real life practices towards producing graduates who will become relevant in the sophisticated work environment. Business Education teachers should therefore make use of the new technologies to teach students to acquire relevant skills to fit into the demands of modern business. Effective teaching of business courses making use of the new technologies in Business Education will adequately equip the student into becoming outstanding graduates in the present technological era.

Statement of the Problem

The delivery of Business Education through digitalization in this era of new technology is very crucial. Its effect is seen in the way instructions and learning are being carried out in the universities in the South East Nigeria. The effective utilization of these new technologies in classrooms by the teachers may help to ensure that the students develop the necessary 21st century skills. Also, the use of new technologies in teaching and learning makes class activities more engaging as well as promote collaboration and open mindedness in a way that allows teachers to obtain information on students' progress at the appropriate time.

Despite increasing importance of technology in Business Education, there is a concern that many Business Education lecturers may not be fully utilizing new technologies to teach business education courses. This under utilization may result in producing graduates who are not adequately prepared to compete in the modern business world where technology plays a crucial role. The extent to which new technologies are being utilized in teaching Business Education courses in universities in South-East Nigeria seems not effective as a number of business education graduates are faced with challenges of coping with the sophisticated office environment of today. This study therefore, is carried out to investigate the extent of utilization of new technologies in teaching business education courses at the universities in South East Nigeria.

Research objectives:

1. Find out the extent of utilization of new technologies available for teaching business education courses in universities in South East Nigeria.
2. Find out the hindrances to utilization of new technologies in teaching business education course in universities in South East Nigeria.

Research Questions:

The following research questions guided the study.

1. What is the extent of utilization of new technologies available for teaching business education courses in universities in South East Nigeria?
2. What are the hindrances to the utilization of new technologies in teaching business education course in universities in South East Nigeria?

Null Hypothesis:

The following null hypothesis were formulated and tested at 0.05 alpha level of significance.

H₀₁: There is no significant difference in the mean response of male and female Business Education lecturers on the extent of utilization of new technologies in teaching business education course in universities in South East Nigeria.

H₀₂: There is no significant difference in the mean responses of male and female Business Education lecturers on the hindrance to utilization of new technologies in teaching business education in universities in South East Nigeria.

Method

The study adopted the descriptive survey research design. The population of the study comprised 140 business education lecturers from public universities that offer business education in South East Nigeria. There was no sampling since the population size is manageable. The research instrument was a structured questionnaire titled *Utilization of New Technology in teaching Business Education Courses (UNTTBEC)*. The instrument was designed to elicit the ratings of respondents on the Extent of utilization of New Technologies in teaching Business Education courses. The 32-item questionnaire was structured using a four-point rating scale: High Extent (HE=4), Moderate Extent (ME=3), Rare Extent (RE=2), and No

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Extent (NE=1), to address Research Question 1. For Research Question 2, a four-point Likert scale was used Strongly Agree (SA=4), Agree (A=3), Disagree (D=2), and Strongly Disagree (SD=1).

The reliability of the instrument was determined using split half method and subjected to Cronbach Alpha statistics which yielded a reliability coefficient of 0.86. The instrument was validated by three (3) Experts. One from Business Education Department, Alvan Ikoku Federal University of Education. One from Business Education Department, Nnamdi Azikiwe University Awka, and the third expert from Measurement and Evaluation Department, Alvan Ikoku Federal University of Education Owerri. The researchers distributed 140 copies of the questionnaire to the respondents with the help of three research assistants who were duly briefed on what to do. In all, 140 copies were returned and used for the study. Mean and standard deviation were used to answer the research questions, while the two null hypotheses were tested using t-test statistics at 0.05 level of significance. The decision rule was as follows: mean scores between 3.5 and 4.00 were interpreted as High Extent/Strongly Agree; 2.5 to 3.49 as Moderate Extent/Agree; 1.59 to 2.49 as Rare Extent/Disagree; and below 1.50 as No Extent/Strongly Disagree. A cumulative mean of 3.50 and above denotes High Extent (HE) for research question 1 and Strongly Agree (SA) for research question 2 while, the mean less than 3.49 for the both research questions are not accepted. The null hypothesis was rejected if the calculated t-value exceeded the critical value at the 0.05 level of significance, otherwise, it was accepted.

Result

Research Question One: what is the extent of utilization of new technologies available for teaching Business Education courses in universities in South East Nigeria?

Table 1: Respondents Mean Ratings on Extent of New Technologies Available for Teaching Business Education Courses in Universities in South-East Nigeria

S/N.	ITEM STATEMENT	MEAN	SD	REMARK
	Google Classroom	2.54	0.52	ME
	Computers	3.72	0.18	HE
	Internet facilities	3.56	0.31	HE
	Electronic chalkboard	2.68	0.09	ME
	Interactive Whiteboard	2.62	0.21	ME
	Multimedia projector	3.48	0.30	ME
	Reprographics	3.64	0.53	HE
	Scanning machines	3.61	0.26	HE
	Mobile Smart phones	3.78	0.17	HE
	YouTube	2.38	0.28	RE
	Microsoft word	3.82	1.29	HE
	Microsoft excel	3.66	0.73	HE
	Teleconferencing	2.58	1.15	ME
	Video conferencing	2.15	1.18	RE
	Power point presentation	2.25	0.85	RE
	Email	3.64	0.59	HE
	Web browsers	3.20	0.26	ME
	Digital library	2.52	1.84	ME
	Classroom management software	1.21	1.58	RE
	Room	2.46	1.62	RE
	E-Journals	2.38	1.54	RE
	Cumulative mean	2.78	0.52	

Analysis of data in Table1 reveals that items 2, 3, 7, 8, 9, 11, 12, and 16 were rated High Extent by respondents with mean scores of 3.72, 3.56, 3.64, 3.61, 3.78, 3.82, 3.66, 3.64 respectively. While Items 1, 4, 5, 6, 13, 17 and 18 with mean scores

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of 2.54, 2.68, 2.62, 3.48, 2.58, 3.20, 2.52 respectively were rated Moderate Extent, items 10, 14, 15, 20, 21 with mean scores of 2.38, 2.15, 2.25, 2.46 and 2.38 respectively, were rated by the respondents and Rare Extent.

The cumulative mean of 2.78 indicates that the items in the table were accepted by respondents as available new technologies utilized at moderate extent by business education lecturers in teaching Business Education courses in universities in South-East Nigeria.

Research Question Two: What are the hindrances to the utilization of new technologies available for teaching Business Education courses in universities in South East Nigeria?

Table 2: Respondents Mean Ratings on the Hindrance to the Utilization of New Technologies Available for Teaching Business Education Courses in Universities in South East-Nigeria

S/N	ITEM STATEMENT	MEAN	SD	REMARK
	Lack of adequate digital competence	3.51	0.67	SA
	Poor attitude towards embracing modern technology	3.63	0.52	SD
	Poor maintenance culture	3.76	0.62	SA
	High cost of Data	3.78	0.64	SA
	High cost of updating and procuring New Technologies (hardware and software)	3.62	0.51	SA
	Network failure from network providers	3.87	0.71	SA
	Poor environment	3.54	0.98	SA
	Poor power supply	2.51	0.45	SA
	Poor internet connectivity	3.61	0.50	SA
	Standard of technological equipment	3.58	0.48	SA
	Cumulative mean	3.81	0.67	SA

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Table 2 showed that items 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, with mean scores of 3.81, 3.63, 3.76, 3.78, 3.62, 3.87, 3.54, 3.51, 3.61, 3.58 and 3.81 respectively, were rated strongly agreed by respondent. The cumulative mean of 3.81 indicated that the items in the table were accepted by the respondents as hindrances to utilization of new technologies by business education lecturers for teaching business education subjects in universities in South East Nigeria.

Test of Null Hypotheses

Hypothesis One: There is no significant difference in the mean ratings of male and female business educators on the extent of utilization of new technologies in teaching business education courses in South-East Nigeria.

Table 3: Summary of t-test Analysis of Male and Female Business Education Lecturers' Mean Ratings on Extent of Utilization Education Courses in Universities in South-East Nigeria.

Variables	N	$\bar{X}$	SD	DF	Std Error	t-cal	t-tab	P Value
Male Business								
Education Lecturers	50	3.57	0.71					
				138	0.021	0.42	1.96	0.71
Female Business								
Education Lecturers	90	3.59	0.63					

The data presented on t-test statistics in table 3 showed that the t-calculate (t-cal) value of 0.42 is less than the t-table (t-tab) value of 1.96 which is the degree of freedom. This implied that there was no significant ($p < 0.05$) difference in the mean ratings of the responses of male and female Business Education lecturers on the extent of utilization of new technologies in teaching Business Education courses in universities in South East Nigeria. Consequently, the null hypothesis of no

significance ($P < 0.05$) difference in the mean ratings of the responses of male and female Business Education Lecturers is accepted.

Hypothesis Two: There is no significant difference in the mean ratings of male and female Business Education lecturers on the hindrances to utilization of new technologies in teaching Business Education Lecturers in Universities in South East Nigeria.

Table 4: Summary of t-test Analysis of Male and Analysis of Male and Female Business Education Lecturers' Mean Ratings on Extent of Utilization Education Courses in Universities in South-East Nigeria.

Variable	N	$\bar{X}$	SD	DF	Std Error	t-cal	t-tab	P Value
Male Business Education Lecturers.	50	3.57	0.71	138	0.033	0.42	1.96	0.71
Female Business Lecturers.	90	3.41	0.62					

The Table 4 above showed that the t-calculated (t-cal) value of 0.42 is less than t-table (t-tab) value of 1.96, 138 degree of freedom implies that there was no significant different in the mean ratings of business educators based on gender on the hindrances to the use of new technology in teaching.

Discussion of Findings

Findings of the study from research question one (1) showed that the extent of utilization of new technologies for teaching business Education courses in universities in south East by business education teachers was to a moderate extent. This means that business education lecturers moderately utilize Zoom, video conferencing, Google Classroom, YouTube, PowerPoint presentation, E-Journal in teaching in

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universities in south East. This is in line with the assertions of Eze et al. (2022), who opined that the extent of utilization of the above mentioned technologies in teaching business education courses in Universities in South East to a great extent determines the performance of the students at the place of work after graduation considering the present digital nature of the work place. When the new technologies are not utilized in teaching business education students, they may find it difficult to compete favorably with other graduates from other universities who were exposed to new technologies in teaching and learning process.

Usoro (2023), also noted inability of business educators to utilize new technologies in teaching and learning include insufficient funding, lack of basic technological skills among academic staff, poor power supply, and poor technological equipment among others. These hindrances are key factors to business educators adopting and adapting new technologies in teaching and learning in technological era. The research question 2 identified the challenges to the use of new technology to the use of new technology includes; lack of adequate digital competence, high cost of data, poor maintenance culture, poor power supply among others. Ogah (2021) asserted agreement back-funding, inadequate technologies, power supply affects the use of new technologies in teaching.

The result of testing null hypothesis one revealed that there was no significant difference between gender and utilization of new technologies. The findings are in agreement with Odoemena (2019), who found no statistical significant difference between male and female lecturer in their extent of utilization of new technologies in teaching and learning.

Similarly, the null hypothesis two stated that there is no significant difference in the mean responses of male and female business education lectures on the hindrances to utilization of new technologies in teaching business education courses.

The finding is in line with the findings of Okoli (2018), who asserted that a significant difference does not exist as in the mean responses of business education lecturers on the challenges to effective utilization of new technologies as a result of gender.

Conclusions

Based on the findings of the study, it was concluded that the extent of utilization of new technologies in teaching, and learning in universities in South East Nigeria was moderate. The new technologies are needed as they have become the most needed and problem solvers of the present digital world. New technologies have transformed the traditional way of teaching and learning, which has provided opportunities for numerous online resources. It is therefore important that business education lecturers should teach making use of the new technologies in teaching and learning for effectiveness and goal attainment of business education program.

Recommendations

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

1. Business Education Lecturers should utilize to the maximum the new technologies in teaching business education courses.
2. Business Education lecturers should update their digital skills by attending workshops, conferences, as well as other on the job training.
3. Management of institutions should endeavor to purchase new technologies that are lacking in various institutions to help the business education teachers.

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