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## TECHNOLOGY AND FUTURE OF BUSINESS EDUCATION PROGRAMMES FOR THE ATTAINMENT OF HIGH LEVEL PERFORMANCE OF STUDENTS IN TERTIARY INSTITUTION

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### ABSTRACT

*This study was carried out to examine technology and the future of business education programme for the attainment of high level performance of students in the tertiary institution. The study was carried out in the University of Technology Ozoro in Delta State Nigeria. The survey research design was adopted in the study and the population of this study consist of 145 business education students in one of the tertiary institutions offering business education programme in Delta State. The sample used for the study was 85 business education students. A structured questionnaire was used to collect data for the study. The reliability coefficient of the instrument was 0.92. Data collected was analyzed using statistical package for social sciences (SPSS) and independent T-test to test the null hypotheses at 0.05 alpha level of significance. The findings revealed that technology has positive impact on the future of business education students and that through the application of technology in business education students encountered some problems such as lack of fund, lack of qualified manpower, high cost of facilities and irregular power supply. Therefore, it was recommended amongst others that there should be awareness creation for business education teachers and students about the potentials and prospects of technology in business education programmes. Also, computer laboratories with internet facilities should be provided for all business education departments in universities, polytechnics and colleges of education in Nigeria.*

**Keywords:** Technology, Future Business Education, Attainment, Performance

## INTRODUCTION

Technology is the key for all round development of our youth and a driven force for the attainment of high-level performance of students in every field of study. That is why it is important for every educational sector to implement and procure technological gadgets that would be used to deliver quality teaching in order to enhance full participation of students in the classroom situation. The word technology is originated from the Latin word (TECH) meaning information technology (IT) and information and communication technology (ICT). The term technology could be referring to the current state of human knowledge on how to combine resources to produce desired products as well as satisfy human wants which includes teaching methods, skills, processes, technologies, tools and raw materials. Kompridis in Amesi and Akpomi (2013) opined that the term technology can either be applied generally or to specific areas, for example information technology, construction technology, and medical technology. Technology is equally defined by Nwoju in Nedun-ogbede (2016) as the application of the scientific method to solving problem in our daily life; although, in area of business education technology can be seen as the application of scientific method of solving problems regarding impartation of skills to students or learners in order to meet the challenges, needs and demands of the society, Onyi and Offorma (2011), stated that successful adoption and usage of new technology in business education is fundamental to the paradigmatic shift in both content and pedagogy that is at the heart of education reform in this 21 century, Amesi and Ugorgi (2019), Define technology as the modern tools or electronic gadgets that are used to enhance the quality of instruction which could be beneficial to students at the various level of education. Such devices include computer, internet, electronic mails, the telephone, World Wide Web, multimedia projector, word processor, facsimile, teleconferencing among others. These technology gadgets are used to inculcate and instruct students in the classroom situation in order to improve, enhance and promote the quality of instruction to yield a positive learning outcome. However, the effectiveness of business education programme depends on how these technological gadgets are integrated and utilized in the cause of teaching to unveil their effects on the performance of students both in the classroom and outside. Technology revolutionization has given room in the advancement of technology in business education program to instill skill potentials to individual learning and mobile learning, both the teachers and students are benefiting from this new technology for education. Some of the barriers in education has been broken down by new technology for education. Students can now learn from anywhere; teachers can easily reach their students anywhere around the world.

Technology is helping to change in education in a positive way as a part of the modern world. New technology for business education is improving grades for students and preparing them for the future. The integration of computers and communications offers unprecedented opportunities to the education system and its capacity to integrate, enhance and interact with each other over a wide geographical area in a meaningful way to achieve the learning objectives. The growth of this communication and computer system their ease-of-use, power and diversity of information transfer allow teachers and students to have access to a world beyond classroom. It has the potential to transform the nature and process of the learning environment and envision a new learning culture interactively, flexibility and convenience have become the order of the day in the act supported environment. It opens up opportunities for learning because it enables learners to access, extend, transform and share ideas and information in multi -model communication styles and format. It helps the learner to share learning resources and spaces, promote learner centered and collaborative learning principals

and enhance critical thinking, creative thinking and problem solving skills for solving business education problems.

Business education is one of the occupational areas that are richly provided by vocational and technical education in Nigeria. Edokpolor and Egbri (2017) had stipulated that the actual goal of business education shall be to prepare students for specific career in office occupations, equip students with requisite skills for job creation and entrepreneurship and expose students with knowledge about business including a good blend of computer technology which incorporates information and communication technology (ICT). They further explained that the first two goals involve education 'for' business, education which is aimed at equipping recipients with the requisite attribute, technological skills, knowledge, competencies and attributes to become gainfully employed in the world of work, whereas latter address education 'about' business which aims at providing a sound basis for further studies at The graduate and postgraduate levels. According to Edokpolor and Egbri (2017) technology in business education prepares programmes that could go a long way in developing the student's ICT skills, intellectual and competencies needed in the establishment of business enterprise and also makes them employable in the workforce. For effective entrepreneurial practice in the present technological dispensation, the acquisition of the basic digital skills by graduates of business education are of paramount importance in ICT Communication, technology, organization and management skills. Business education should embrace enormous changes in digitalization in a bid to produce quality students who will become successful in the modern business world.

The future of business education is solely depending on technology. It is observed that technological advancement has taken our different aspect of work and life at large and this has made digital skills become more relevant especially in this 21st century. The rapidly changing global environment provides both opportunities and threats. It is difficult to find a business today that is not affected in some way by global development. Business education which is an aspect of the total education program is not unaffected by the penetrating wind off modern technologies. It is very important and timely to consider the need for business education to be repositioned and enhanced its cooperative advantage to its recipient in this digitalized and global workforce. So that desire dreams of students for the attainment of high-level performance during examination would be actualized and individual would feel a sense of fulfillment on graduation. On the other hand, attainment is a kind of set goal and objectives an individual is willing to achieve at the end of the academic work. And to obtain technical skill attainment measured through knowledge and skills acquired by students through the experiences presented in the programme of study would incorporate academic measurements and assessments designed to meet and exceed state adjusted levels of performance. In other words, attainment value is importance students attached to the task as it relates to their conception of their identity, deals, competency in a given domain. Students who identify themselves as learners set goals related to their career success in achieving something or reaching a particular level of achievement. This is characterized by individual determination for a better performance in academic work. According to Agwi and Ogwuelek, (2018), performance is commonly measured through examination result and is one of the major goals of a school. Performance is the measurement of student achievement across various academic subjects offers by undergraduate students to determine the strength and weakness. This would expose the level of intellectual ability of the students.

Looking at the teachers and educational officials they typically measured achievement using classroom performance, graduation rates and results from standardized tests to evaluate student performance, the grade level or scores. Therefore, in conclusion there is need to equip

the institution of higher learning with technological facilities that would enable the business educators to be effective in carryout instructions in the cause of instructional delivery to promote the quality of teaching that would enable full participation of students for a positive learning outcome. This would equip the student with the requisite skills that would make them saleable in every area of life.

### **STATEMENT OF THE PROBLEM**

Information and communication technology ICT have become an important source of innovation and improvement of efficiency for many sectors across the globe. In the educational system particularly in business education program the application of ICT has become a critical part of the learning process for the students both outside and inside the classroom setting in order to achieve a high level of performance in business education programs. But unfortunately there area lots of challenges associated with its usage, such challenges include: Poor resistance to change, inadequate funding, inadequate infrastructure,poor electricity and inadequate manpower. These challenges impede the integration of technology in carrying out instructions and thereby affect the effectiveness of the programme. According to Rumanyika and Galan, 2015 indicate that inadequate funding has made the purchase and maintenance of ICT facilities in education sector difficult.

### **PURPOSE OF THE STUDY**

The major aim of the study is to examine technology and the future of business education programme in the University of Technology Ozoro. Specifically, the study sought to determine:

1. impact of technology in the future of business education programme for the attainment of high level performance of students in tertiary institution.
2. problems encountered through the application of technology in business education for the attainment of high level performance of students in tertiary institution.

### **RESEARCH QUESTIONS**

The following research questions will guide the study.

1. What is the impact of technology in the future of business education programme for the attainment of high level performance of students in tertiary institution in the University of Technology Ozoro, Delta State.
2. What are the problems encountered through the application of technology in business education programmes for the attainment of high level performance of students in tertiary institution in the University of Technology Ozoro, Delta State

### **HYPOTHESES**

The following null hypotheses were formulated in this study thus;

1. There is no significant difference in the mean rating of male and female business education students on the impact of technology in the future of business education for the attainment of high level performance in the tertiary institution in Delta State.
2. There is no significant difference in the mean rating of male and female business education students on the problems encountered through the application of technology in business education for the attainment of high level performance in tertiary institution in Delta State.

### **METHODOLOGY**

This research work uses survey research design, it was carried out in the University of Technology Ozoro, Delta State. The population of the study consist of 145 business

education students. This is made up 75 female and 70 male students in business education programme, the stratified random sampling technique was used. A twelve item questionnaire was designed by the researcher titled: Technology and Future of Business Education Questionnaire (TFBEQ). The questionnaire was divided into two sections. Section A gathers information on demographic variables while section B addresses questions on dependent and independent variables. Each of the Sections (A-B) was assigned a four response options of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with values of 4, 3, 2, and 1 respectively.

The instrument for the study was subjected to face validation by two experts: in Business Education Unit. The Cronbach alpha method was used to calculate the internal consistency of the instrument. The Cronbach alpha reliability was appropriate for the instrument. The whole test yielded 0.93 which was high enough to consider the instrument reliable and internally consistent for the study to utilize its data collected and analyzed using statistical package for social sciences (SPSS). Descriptive statistics such as mean and standard deviations was used in answering the research questions. Hypotheses were tested using independent t-test at 0.05 level of significance.

## RESULTS

**Research Question 1.** What is the impact of technology on the future of business education students for the attainment of high level performance of business education programmes?

**Table 1: Mean Responses and standard deviation on the impact of technology in the future of Business Education in Delta-State**

S/N	ITEMS	MEAN	(N=40)	
			SD	DECESION
	Technology for business education is promoting individual learning and mobile learning	3.40	0.49	A
	Technology in business education enables students to create and share digital content, communicate and collaborate, and solve problems	3.95	0.70	SA
	Technology for business education is improving grades for Student and it prepares them for the future	3.91	0.78	SA
	Technology in business education programme will go a long way in developing the students' ICT skills	3.23	0.64	A
	Developing the capacity to do business utilizing on-line and off-line facilities in the business environment			
	Business education teachers can easily reach their students from anywhere	3.55	0.49	SA
	Moving Average	3.68	0.52	SA

**Table 1** shows that the mean ratings of respondents agreed that technology has impact on the future of business education because it enables the teachers easily reach their students from anywhere, improve their grades and prepares them for the future, it also enables students to

create and share digital content, communicate, collaborate, solve problems and developed the students' ICT skills and also develop the capacity to do business in utilizing on-line and off-line facilities in the business environment with a mean value of 3.55, 3.40, 3.91, 3.95, 3.75, 3.23, respectively. While aggregate mean value of 3.68 and standard deviation of 0.52 obtained from questionnaire items 1-6 show that technology has impact in the future of business education for the attainment of high level performance of student in tertiary institution.

**RESEARCH QUESTION 2:** What are the problems encountered through the application of technology in business education for the attainment of high level performance in tertiary institution.

**Table 2: Mean Responses on the problems encountered through the application of technology in business education programme in tertiary institution**

S/N	ITEMS	MEAN	SD	(N=40) DECESION
	Inability to develop, manage, utilize and sustain technological facilities	3.47	0.41	SA
	Inadequate provision of infrastructural facilities.	3.60	0.61	SA
	Expensive hardware and software facilities	3.78	0.43	SA
	lack of interest in technology	3.62	0.57	SA
	Inadequate provision of financial resources	3.70	0.45	SA
	Inadequate supply of qualified manpower	3.64	0.56	SA
	Mean Average	3.61	0.57	

**Table 2** shows the mean ratings of respondents on the problems encountered through the application of technology in business education programmes. it was indicated that the respondents agreed that the problems encountered through the application of technology in business education include Inability to develop, manage, utilize and sustain, expensive hardware and software facilities, Inadequate provision of infrastructural facilities., lack of interest in technology, inadequate provision of financial resources and Inadequate supply of qualified manpower with a mean value of 3.47, 3.78, 3.60, 3.70, 3.64, 3.67, respectively. While aggregate mean value of 3.61 and standard deviation of 0.57 obtained from questionnaire items 1-6 show that the response was not far from each other.

**HYPOTHESES TESTING**

**HO1:** There is no significant difference in the mean rating of male and female business education students on the impact of technology in the future of business education for the attainment of high level performance of students in tertiary institution.

**Table 3:** T-test on analysis of no significant difference in the mean rating of male and female business education students for the attainment of high level performance in tertiary institution.

Alternatives	N	Mean	SD	df	t-cal	t-crit	Decision
Male	20	3.66	0.72	262	0.726	1.97	Accepted
Female	20						

The result in table 3 revealed that the t-calculated value of 0.726 is less than the table t-value of 1.97 at 0.05 level of significance. This means that the null hypothesis is retained that there is no significant difference in the mean rating of male and female business education students on the impact of technology in the future of business education programmes.

**HO2:** There is no significant difference in the mean rating of male and female business education students on the problems encountered through the application of technology in business education programmes.

**Table 4.** T-test on analysis of no significant difference in the mean rating of male and female business education students on the problems encountered through the application of technology in Business Education programmes.

Alternatives	N	Mean	SD	df	t-cal	t-crit	Decision
Male	20	3.82	0.81	262			
Female	20	3.10	0.58		1.421	1.97	Accepted

The result on table 4 revealed that the t-calculated value of 1.421 is less than the table t-value of 1.97 at 0.05 level of significance. This means that the null hypothesis is retained that there is no significant difference in the mean rating of male and female business education students on the problems encountered through the application of technology in business education programmes.

## DISCUSSION OF FINDINGS

The findings from research question one and corresponding hypotheses on the impact of technology in the future of business education in one of the tertiary institution in Delta State revealed that technology has impact on the future of business education as it enables the teachers to easily reach their students from anywhere and promotes individual learning and mobile learning, improving grades for students, prepares them for the future and enables students to create, share digital content, communicate, collaborate, and solve problems, developing the students' ICT skills and also developing the capacity to do business utilizing on-line and off-line facilities. This finding is in agreement with Edokpolor and Egbri (2017) technology in Business Education programme will go a long way in developing the students' ICT skills, intellectual and competencies needed in the establishment of business enterprise and also make them employable in the work force in future after graduation. Technology in business education enables students to create and share digital content, communicate and collaborate, and solve problems for effective and creative self-fulfillment in life, learning, work, and social activities (Olaniyi, 2015).

Findings from research question two and the corresponding hypotheses revealed that there are problems encountered through the application of technology in Business Education. it was indicated that the problems encountered through the application of technology in Business Education include Inability to develop, manage, utilize and sustain, Expensive hardware and

software facilities, Inadequate provision of infrastructural facilities., lack of interest in technology, inadequate provision of financial resources and Inadequate supply of qualified manpower. This finding is in accordance with Edokpolor and Egbri (2017) the problems of application of technology in business education include but not limited to economic barrier, political barrier, technological barrier, personal factors, ICT training needs, and curriculum re-evaluation. The inability to develop, manage, utilize and sustain technological facilities in instructional delivery process is due to inadequate funding. Inadequate funding has made the purchase and maintenance of ICT facilities in education sector difficult (Rumanyika & Galan, 2015).

### **CONCLUSION**

Technology adoption in this 21<sup>st</sup> century is understood as a gradual switching over to automation of educational processes not only in administrative activities but also developing a customized learning management system (IMS) and transferring all the courses and related data onto it. The faculty members as well as the students are allowed access to technology usage along with its all services and the specialized online learning tools. The adoption of technology across the globe has facelifted the educational processes and it can be said that the future of business education depends to a large extent on technology. This study concludes that the future of Business Education in Nigeria depends heavily on digitalization and its effective usage by Business Education student. Business Education Graduates can only achieve the designated role in the society when they are well grounded with relevant technological skills they need to succeed in this area of rovolutionalization. For business education to maximally attain its goals in this period of rapid technological changes and development, effort should be made by the business educators to be conversant to the use of technology and effectively utilized the ICT facilities to carry out instructions in business education programmes.

### **RECOMMENDATIONS**

On the basis of the findings, discussions and conclusions of the study, the following recommendations are made:

1. There should be awareness creation for Business Education teachers and students about the potentials and prospects of technology in Business Education programmes.
2. Computer laboratories with internet facilities should be provided for all business education departments in universities, polytechnics and colleges of education in Nigeria.
3. Government should provide adequate funding of business education programmes and students should upgrade to technology and be conversant with the new digital skills because remote and flexible working is more possible than ever.



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