

Utilization of the New Technologies in Teaching Business Education Courses in Rivers and Bayelsa States Universities

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Abstract

This study investigated Utilization of the New Technologies in Teaching Business Education Courses in Rivers and Bayelsa States Universities. Two specific objectives, research questions and hypotheses respectively guided the study. Descriptive survey research design was used for this study and the study was carried out in Rivers and Bayelsa States. The population consisted of 625 respondents which was made up of all Business Education Final Year students in Rivers State University, Ignatius Ajuru University of Education, and Niger Delta University. 100 percent of the entire population was used as sample and as such purposive sampling techniques was adopted. The instrument used for data collection was a questionnaire developed by the researchers titled Utilization of the New Technologies in Teaching Business Education Courses (UNTTBEC) and was validated by three experts in Business Education and a Measurement and Evaluation. Test-retest method was used to determine the reliability of the instrument using Pearson's Product Moment Correlation Coefficient formula and a coefficient of 0.81 was obtained. Mean and Standard Deviation were used to answer the research questions, while one-way ANOVA was used to test the hypotheses. Findings from the study revealed that some of the new technologies utilized in teaching Business Education Courses includes, computer, software applications, projectors, video conferencing, screen casting, E-book reader, search engine, smart boards, streaming videos, and CD ROM in Rivers and Bayelsa States Universities. Based on the findings, the conclusion reached by the researchers includes the fact that the use of new technologies in Business Education have made great impact in enabling students to be computer literate and at the same time, inculcating in them good communication skills, office competencies and knowledge that would enable them to function efficiently in the world of work where they find themselves upon graduation. Recommendations made includes that there should be improvement of collaborative efforts between Business Educators and students as to promote individual learning. Business Educators should find time to be involved in utilization of modern technologies while teaching, in order to keep improving in the use of ICT in education.

Keywords: Business Education, Courses, New Technologies, Teaching, Utilization

Introduction

Technology, the application of scientific method to solving problems in an individuals' life or daily living. Technology was viewed by Amesi and Akpomi (2013) as tools and machines that may be used to solve both real world and educational problems. Appah and

Oyeyemi (2018) viewed technology as the making, modification, usage, knowledge of tools, machines, techniques, crafts, systems and methods of organization in order to solve a problem, improve a pre-existing solution to a problem, achieve a goal, handle an applied input or output relation or perform a specific function. Technology in one form or the other has always been part of the teaching and learning environment. It has been part of the teacher's professional toolbox which is one of the resources used to facilitate students learning (Iheukwumere, Uteh & Nkoro, 2018). Technology has changed dramatically over the years and its increasing variety and accessibility has expanded the toolbox and the opportunities teachers have.

New technologies connote new innovations and applications of concepts, principles and processes for the improvement of human life. New technologies are the modern technological devices recently invented to ease or facilitate communication. To this end, Amiaya (2016) opined that new technologies have become an important instructional tool to enhance accessibility, efficiency and quality of teaching and learning by facilitating access to resources and services as well as improve remote exchange and collaboration. Amiaya further buttressed that new technologies in education have become resources for networking environments and communications among teachers, giving them the possibility to update themselves, share experiences, and create reformative materials and theoretical improvements. Onojetah (2014) remarked that new technologies are also known as Information and Communication Technology (ICT), electronic technologies and e-learning which are used to facilitate and support teaching and learning. It revolves round the use of internet and other technological resources which are aimed at improving productivity, and the application of these facilities in teaching and learning helps to improve the delivery process and in turn assists to better students' performance in the education system. Today, the use of new technologies in teaching and learning is fast becoming a common phenomenon in all fields of study especially in Business Education because of its numerous benefits.

Business Education as a discipline is expected to expose its recipients to diverse curricula, hence, it is that type of education that inculcates in its recipients' attitudes, knowledge, skills and values that are required in the business world (Baugh & Sullivan, 2005). According to Aquah (2014), the philosophy of the Business Education curriculum includes; to lay a foundation and or build on the foundation at any school level in the pedagogy of education system; to equip the learner with saleable skills (skills which will enable them, acquire, sustain and grow on their jobs), create jobs, be self-employed, be employers of labour and become better and wiser consumers of goods and services; and to prepare the individuals for higher studies in Business Education. Over the years, the social, economic and technological developments around the globe, have led to advancements in the way organizations operate. Particularly, improvements in Information Technology (IT) have assisted the emergence of new organizational forms, work practices, training methods and educational practices.

This as a result, has aided teaching and learning methods in our educational institutions in general and in particular. Business Education is a form of education that equips its recipients

to adapt to the changing world of work which is vocational in nature. (Ebirim, Mbaji, & Iwuozor, 2012; Grant, 2014). For Business Education programmes to remain relevant in providing the needs of individuals and that of the society and also serve its purpose of providing the needs of the learners and the society, it must embrace current trends (integration and utilization of new technologies) in the academic and economic demands of the society. There ought to be continuous review in its curriculum in order to ensure that the quality of education provided is in line with societal demands. Nwagwu (2016) asserted that the programme of Business Education which is the vehicle through which Vocational Education hopes to accomplish her objectives is susceptible to changes which are associated with the innovations in technologies, especially those used in modern offices and schools. Nwagwu further buttressed that these noble objectives of Business Education could not be achieved without integrating and utilizing new technologies in the training of its learners. Business Education curriculum will therefore integrate new technologies that can help in passing the desired and required skills to the learners to make them employable and as well relevant in the ever-changing business environment (Utoware & Kren-Ikidi, 2013).

Therefore, the use of new technologies in Business Education such as computers, software applications (Word Processing, Excel and PowerPoint), projectors, video conferencing, E-book reader, smart boards amongst others, entails the application of scientific methods to solving problems regarding impartation of skills to learners to meet the changing needs and demands of the society. Utoware and Paamia (2014) opined that the technological changes in Business Education are basically from Information and Communication Technology (ICT) perspective which almost all the nations of the world are now driven and in order to keep abreast with this change, there must be a restructuring in the knowledge and skills given to learners or students in Business Education. It is based on this, that most Business Education Departments in Nigeria's tertiary institutions are building Information and Communication Technology centers, improved computer laboratories as well as offering professional courses in computer studies to produce students or graduates that can easily adapt in their ever-changing business environment in which the use of typewriter is almost fading away. No doubt, the use of new technologies such as the computer, word processor, the internet, automated teller machines, reprographic machines, micrographic machines, accounting machines, modern telephonic systems 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 especially in teaching.

Business Educators' utilization of technologies while teaching, makes it possible for them to be sure that the right technology is applied, incorporated, managed, organized and free applications that enable them become more acquainted with the modern technologies. It is also designed for used in teaching business courses, training in subjects such as business administration, Human resource management, Finance, and useful in developing general business knowledge. Access to new technologies in teaching Business Education courses have

brought a lot of changes which in return have encouraged distance learning and also achieve a closer collaboration among different institutions and also create a way for a new pedagogues' approach where there is unparalleled ability to widen the knowledge and disseminate information. Nwosu and Ogokome (2012) noted that the pace of change which came about as a result of the introduction of new technologies in teaching Business Education courses had a significant effect on the way people live, work and play worldwide. Utilization of new technologies by Business Education students with instant access to vast area of data, had helped in improving assimilation and assessment skills with rapid communication in learning situation and increase access to Information and Communication Technology usage at home, work and in the educational sector.

Nwaosu and Ogokome further stated that teaching Business Education courses with new technologies had made Business Education students to have access to lessons presented with software which would in turn stimulates their interest, build and improve their own knowledge, work with peers and expert across the globe. Effective technology usage is achieved when the use of technology is routine and transparent and when technology supports curricula goals. Technology also changes the way teachers teach, offering educators' effective ways to reach different types of learners and assess students' understanding through multiple means. It also enhances the relationship between teachers and students. When technology is effectively integrated into subject areas, teachers become advisers, content experts, and coaches. Technology helps to make teaching and learning more meaningful and fun filled (Fan, 2014). Utilization in this regard is the action of making practical and effective use of something or the act of using which is either by employing or exercising the usage of a gadget for teaching and learning.

Statement of the Problem

The introduction of new technologies in curriculum of Nigerian Universities was intended to prepare competent graduates who would function effectively in information technology-based organizations and institutions. However, indications emerging from the world of work seem to indicate that these graduates do not seem to show their knowledge in the use of new technologies application in their place of work. Nwosu (2012) discovered that more theoretical concepts of new technologies were taught to students in the past than practical work until recently when the need of it arose. Nwosu further stated that Business Educators are expected to utilize Information and Communication Technology in the teaching and learning process, they ought to effectively apply the technology to supports instruction and enables learners to use technology as an important tool to meet their information and learning needs but this expectation has not been fully met among the universities where Business Education is taught in Rivers and Bayelsa State. Business Education curriculum has fully embraced the use of the new technologies but the question here is if it is fully utilized by the Business Educators for teaching and by the students for learning of Business Education courses? Another is if the ICT resources available for use by the lecturers in teaching Business Education courses

are effectively utilized or not? However, it was uncertain whether the universities in Rivers and Bayelsa States have fully utilized information and communication technologies effectively in teaching Business Education courses. Thus, the researchers observed that new technologies used in teaching Business Education courses in relation to this study has to do with the new technologies introduced in Business Education curriculum which is intended to prepare competent graduates who would function effectively in information technology-based organizations and institutions.

Purpose of the Study

The aim of this study was to examine the Utilization of the New Technologies in Teaching Business Education Courses in Rivers and Bayelsa States Universities. Specifically, the study sought to:

1. Identify the new technologies used by Lecturers in teaching Business Education courses in Rivers and Bayelsa State Universities.
2. Examine the level of utilization of the new technologies in teaching Business Education courses in Rivers and Bayelsa State Universities.

Research Questions

The following research questions were posed for the study:

1. What are the new technologies used by Lecturers in teaching Business Education courses in Rivers and Bayelsa State Universities?
2. What are the level of utilization of the new technologies in teaching Business Education courses in Rivers and Bayelsa State Universities?

Null Hypotheses

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

1. There is no significant difference in the mean responses of Business Education students in Rivers State University, Ignatius Ajuru University of Education and Niger Delta University, on the new technologies utilized by the Lecturers in teaching Business Education courses in Rivers and Bayelsa States.
2. There is no significant difference in the mean responses of Business Education students in Rivers State University, Ignatius Ajuru University of Education and Niger Delta University, on the level of utilization of the new technologies in teaching Business Education courses in Rivers and Bayelsa States.

Methodology

Descriptive survey research design was adopted for this study and the study area was in Rivers and Bayelsa States which are part of South-South geopolitical zone of Nigeria. The population of the study consisted of 625 respondents which was made up of all Business

Education students in Final Year (Year 4) in Rivers State University, Ignatius Ajuru University of Education, and Niger Delta University offering Business Education as a course of study at degree levels. The total population of 625 respondents were used and as such, no sample nor sampling technique were required for the study. The instrument for data collection was a 17 item questionnaire structured in a four point rating scale of Highly Utilized (HU; 4points), Utilized (U; 3points), Moderately Utilized (MU; 2points) and Not Utilized (NU; 1point) for question one and Very High Level (VHL; 4points), High Level (HL; 3points), Moderate Level (ML; 2points) and Low Level (LL; 1point) for research question two. The instrument was validated by two experts in Business Education and one Measurement and Evaluation expert. Test-retest method was used to determine the internal consistency of the instrument using Pearson’s Product Moment Correlation Coefficient formula and a co-efficient of 0.81 was obtained. Copies of the questionnaire were distributed and collected by the researchers with the help of two research assistants. Mean and standard deviation were used to answer the research questions while one-way ANOVA was used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1: What are the new technologies used by Lecturers in teaching Business Education courses in Rivers and Bayelsa State Universities?

Table 1: Mean and Standard Deviation Scores of Respondents on the New Technologies Utilized in Teaching Business Education Courses (N = 625)

S/N	Items Statement	RSU N = 215 - x	SD	RMK	IAUE N = 295 - x	SD	RMK	NDU N = 115 - x	SD	RMK
1.	Computers are utilized in teaching Business Education courses.	3.85	0.92	Highly Utilized	3.60	1.02	Highly Utilized	3.62	1.10	Highly Utilized
2.	Software applications (Word processing, Excel, Powerpoint) are used in teaching Business Education courses.	2.47	0.87	Moderately Utilized	2.34	0.99	Moderately Utilized	2.02	1.03	Moderately Utilized
3.	Functional use of projectors in teaching Business Education courses.	3.08	0.95	Utilized	2.92	1.03	Utilized	2.94	0.99	Utilized
4.	Use of Video conferencing (zoom) in teaching Business Education courses.	2.96	1.01	Utilized	2.84	1.06	Utilized	2.70	1.04	Utilized
5.	Usage of Screen casting in teaching Business Education courses.	2.99	0.99	Utilized	2.85	1.05	Utilized	2.76	1.06	Utilized
6.	Usage of E-book reader in teaching Business Education courses.	3.04	1.07	Utilized	2.89	1.11	Utilized	2.85	0.99	Utilized

7.	Internet browsing using search engine is utilized in teaching Business Education courses.	3.01	0.99	Utilized	2.87	1.06	Utilized	2.71	0.98	Utilized
8.	Smart boards are used in teaching Business Education courses.	2.92	1.04	Utilized	2.81	1.08	Utilized	2.82	0.99	Utilized
9.	Use of Streaming videos in teaching Business Education courses.	3.13	0.90	Utilized	2.96	1.02	Utilized	2.68	1.07	Utilized
10.	Mimeo boards are integrated in teaching Business Education courses.	3.08	0.90	Utilized	2.92	0.99	Utilized	2.76	1.06	Utilized
11.	Broadcast material or CD ROM is utilized in teaching Business Education courses.	2.91	1.03	Utilized	2.80	1.07	Utilized	2.70	1.05	Utilized
Dev.	Grand Mean/Std.	3.04	0.97		2.89	1.04		2.78	1.03	

Source: Field Survey (2022)

Results from Table 1 showed the grand mean and standard deviation scores of Business Education Final Year undergraduate students in Rivers and Bayelsa State Universities, that is, Rivers State University, Ignatius Ajuru University of Education and Niger Delta University on the new technologies integrated in teaching Business Education courses and the scores were 3.04 for RSU with standard deviation of 0.97, 2.89 for IAUE with standard deviation of 1.04 and 2.78 for NDU with standard deviation of 1.03 respectively. This indicates that computer, software applications, projectors, video conferencing, screen casting, E-book reader, search engine, smart boards, streaming videos, and CD ROM are some of the new technologies utilized in teaching Business Education courses in Rivers and Bayelsa states Universities.

Research Question 2: What are the level of utilization of the new technologies in teaching Business Education courses in Rivers and Bayelsa State Universities?

Table 2: Mean and Standard Deviation Scores of Respondents on the Level of Utilization of New Technologies in Teaching Business Education Courses (N = 625)

S/N	Items Statement	RSU N = 215 - x	SD	RMK	IAUE N = 295 - x	SD	RMK	NDU N = 115 - x	SD	RMK
12.	New technologies improve collaborative efforts between large groups of students.	2.94	1.02	High Level	2.82	1.06	High Level	2.75	1.02	High Level

13.	The use of new technologies acts as a supplement to conventional instruction for higher achievement	3.02	0.98	High Level	2.88	1.04	High Level	2.77	1.05	High Level
14.	It presents the topic in a very innovative and creative way, leading to discussion and exchange of ideas and thoughts.	2.91	1.02	High Level	2.80	1.06	High Level	2.83	0.97	High Level
15.	The use of new technologies promotes individual learning and research.	2.92	0.99	High Level	2.81	1.05	High Level	2.80	1.01	High Level
16.	New technologies make educational materials readily accessible.	2.89	1.05	High Level	2.78	1.08	High Level	2.76	1.01	High Level
17.	It affords lectures the opportunity to provide personalized help to students with special needs.	3.05	0.96	High Level	2.90	1.04	High Level	2.83	1.01	High Level
Grand	Mean/Std.	2.95	1.00		2.83	1.05		2.79	1.01	
Dev.										

Source: Field Survey (2022)

The results in Table 2 showed the grand mean and standard deviation scores of Business Education Final Year undergraduate students in Rivers and Bayelsa State Universities, that is, Rivers State University, Ignatius Ajuru University of Education and Niger Delta University on the level of utilization of new technologies in teaching Business Education courses and the scores were 2.95 for Rivers State University with standard deviation of 1.00, 2.83 for Ignatius Ajuru University of Education with standard deviation of 1.05 and 2.79 for Niger Delta University with standard deviation of 1.01 respectively. These scores are obviously above the decision mean of 2.50. The high value of the standard deviation also emphasized how closely related the individual responses are from the grand mean. This indicates that the use of new technologies acts as a supplement to conventional instruction for higher achievement, promotes individual learning and research, makes educational materials readily accessible and affords lectures the opportunity to provide personalized assistance to students with special needs as some level of utilization of new technologies in teaching Business Education courses.

Testing of Hypotheses

Null Hypothesis 1: There is no significant difference in the mean responses of Business Education students in Rivers State University, Ignatius Ajuru University of Education and Niger Delta University, on the new technologies utilized by the Lecturers in teaching Business Education courses in Rivers and Bayelsa States.

Table 3: Computation of ANOVA on the Mean Response of Business Education Students on the New Technologies Utilized in Teaching Business Education Courses

Sources of Variance	SS	Df	Ms	α	F-cal	F-crit	Remarks
Between Groups (New Technologies in teaching Business Education Courses)	10.59	2	5.29				Significant
				0.05	4.26	3.00	
Within Groups (Error Variance)	768.99	622	1.24				
Total	779.58	625					Reject Hypothesis

Source: Field Survey (2022)

The information in Table 3 revealed that the F-calculated value of 4.26 is higher than the F-critical table value of 3.00 at 0.05 level of significance and degree of freedom of 2 for between groups and 622 for within groups. The sum of squares (SS) for between groups is 10.59 and the mean sum of squares (MS) is 5.29, while the sum of squares and mean sum of squares for within groups (Error Variance) is 768.99 and 1.24 respectively. Thus, the null hypothesis of no significant difference in the mean responses of Business Education students in Rivers State University, Ignatius Ajuru University of Education and Niger Delta University on the new technologies utilized in teaching Business Education courses was rejected.

Null Hypothesis 2: There is no significant difference in the mean responses of Business Education students in Rivers State University, Ignatius Ajuru University of Education and Niger Delta University, on the level of utilization of the new technologies in teaching Business Education courses in Rivers and Bayelsa States.

Table 4: Computation of ANOVA on the Mean Response of Business Education Students on the Level of Utilization of the New Technologies in Teaching Business Education Courses

Sources of Variance	SS	Df	Ms	α	F-cal	F-crit	Remarks
Between Groups (Benefits of new technologies in	0.90	2	0.45				Not Significant

teaching Education Courses)	Business				
			0.05	0.66	3.00
Within Groups (Error Variance)	421.92	622	0.68		
Total	422.82	625			Accept Hypothesis

Source: Field Survey (2022)

The results of the hypothesis testing as shown in Table 4 indicates that the F-calculated value of 0.66 is less than the F-critical table value of 3.00 at 0.05 level of significance and degree of freedom of 2 for between groups and 622 for within groups. The sum of squares (SS) for between groups is 0.90 and the mean sum of squares (MS) is 0.45, while the sum of squares and mean sum of squares for within groups (Error Variance) is 421.92 and 0.68 respectively. Thus, the null hypothesis of no significant difference in the mean responses of Business Education students in Rivers State University, Ignatius Ajuru University of Education and Niger Delta University on the level of utilization of new technologies in teaching Business Education courses was accepted.

Discussion of Findings

Findings from this study revealed that Business Education students in Rivers State University, Ignatius Ajuru University of Education and Niger Delta University agreed that new technologies in teaching Business Education courses can be seen and utilized effectively as the application of scientific method to solving problems regarding impartation of skills to learners to meet the changing needs and demands of the society. This finding is in agreement with the work of Ortiz (2012) who depicts that new technologies in teaching Business Education courses are designed to prepare students for a variety of careers in high-tech business offices. Ortiz further envisaged that 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. In agreement with the view of Ortiz, Okanuwenne (2017) 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 and 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.

Findings from this study also revealed that the level of utilization of new technologies in Business Education includes improvement of collaborative efforts between large groups of

students, acts as a supplement to conventional instruction for higher achievement, promotes individual learning and research, and affords lecturers the opportunity to provide personalized help to students. This finding is in agreement with the view of Trinidad (2014) who asserted that a technology-based teaching and learning offers various interesting ways which includes educational videos, stimulation, and storage of data, the usage of databases, mind-mapping, guided discovery, brainstorming, and music, World Wide Web that would make the learning process more fulfilling and meaningful. Trinidad further buttressed that students would benefit from Information and Communication Technologies' integration where they are not bounded to the limited curriculum and resources, instead hands-on activities in a technology-based course is designed to help them to stimulate their understanding about the subject and will also help teachers to design their lesson plans in an effective, creative and interesting approach that would result in students' active learning. The researchers were of the view that the use of new technological tools such as computer can help students to become more knowledgeable, reduce the amount of direct instruction given to the students, and also give teachers the opportunity to provide personalized help to students with special needs. In order words, new technologies are provided so that the contemporary teacher would make use of those facilities to equip the students for the world of works.

Conclusion

Based on the findings and discussion made from the study, the conclusion reached by the researchers established the fact that the use of new technologies in Business Education have made great impact in enabling students to be computer literate and at the same time, inculcating in them good communication skills, office competencies and knowledge that would enable them to function efficiently in the world of work where they find themselves upon graduation. Therefore, the use of these new technologies ought to be encouraged in the school system, and Business Education studios and laboratories ought to be well equipped in order to enhance and equip the students with relevant information communication technology skills which are expected from them as the end product of the programme.

Recommendations

On the basis of the results obtained and conclusion made from the study, the following recommendations were hereby made;

1. Business educators should develop more conversant in utilizing the new technologies for adequate instructional delivery of Business Education for effective teaching.
2. There should be improvement of collaborative efforts between Business Educators and students as to promote individual learning.
3. Business Educators should find time to be involved in utilization of modern technologies while teaching, in order to keep improving in the use of ICT in education.

Recommendations

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