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

Amesi, J., Igwe, O. E. & Nkoro, S.
Department of Business Education,
Faculty of Education,
Rivers State University

Abstract

This study investigated Improving the Utilization of New Technologies for the Teaching of Business Education Courses in Rivers and Bayelsa States Universities. Two specific objectives, research questions and hypotheses guided the study. Descriptive survey research design was used for the study and the study was carried out in Rivers and Bayelsa States. The population consisted of 625 respondents, made up of all Final Year Business Education students in Rivers State University, Ignatius Ajuru University of Education, and Niger Delta University. The entire population was used as sample for the study as such purposive sampling was adopted. The instrument used for data collection was a questionnaire developed by the researchers and titled Improving the Utilization of New Technologies for Teaching Business Education Courses (IUNTTBEC) and was validated by three experts in Business Education and 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 co-efficient 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 there is significant improvement on the utilization of new technologies by lecturers teaching Business Education courses in Rivers and Bayelsa States Universities. Based on the findings, conclusion was made and recommendations made amongst others includes that Business Education administrators should employ technical support staff to provide technical supports and maintain new technologies meant for teaching and learning Business Education courses and Business Education administrators should install solar energy as complementary source of electricity when there is power failure and generator is not standby for technology utilization.

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

Introduction

Technology is a many-faceted phenomenon which helps to advance man's course in his or her environment, but which when moderation and control is not exercised, may be misleading in itself. Utoware and Amiaya (2014) postulated that technology is the application of the scientific method to solving problems in our daily life. Technology helps to advance man's course in his or her environment but moderation and control ought to be exercised to direct its usage to solving problems of man, if not, may be misleading in itself. According to Baba, Ameh and Ezeahurukwe in Amesi and Nkoro (2020), technology has revolutionized the traditional teaching and learning process and also have eliminated the barriers to education

imposed by space and time, and dramatically expanded access to lifelong learning. Students at this stage, no longer meet in the same place at the same time to learn together from an instructor.

Therefore, new technologies are new innovations and applications of concepts, principles and processes for the improvement of human life. 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 which is vocational in nature involves the acquisition of skills, knowledge and competences which make the recipients or beneficiaries proficient in business skills or endeavours (Aquah, 2014). It is an umbrella under which all business programmes such as marketing, business administration, office technology and management, and accounting take its shield. 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). It is a means of producing a healthy, literate, self-reliant citizenry that would create wealth for human development, when they become self-employed. According to Aquah (2014), the philosophy of 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. No doubt, the utilization of new technologies has not only revolutionized the office environment but have also brought changes in the ways people are doing things especially in teaching.

Teaching which is an intimate contact between a more matured personality and a less matured one is designed to further the education of the latter. According to Smith (2012), teaching is an arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he or she will learn in the course of doing so. It is therefore a system of actions intended to induce learning and also an act of relating information to the learner or assisting the learner on how to do something. It involves the process of assisting the learner to gain useful skills, attitudes, knowledge, ideas; values in an arranged or unarranged environment that will assist the learner become an acceptable individual to the society as well as be independent in life. Okanuwenne (2017) envisaged that teaching is an interaction between teachers and students, students and students, students and environment under the auspices and responsibilities of the teacher in order to bring about the expected change in the students' behaviour through the use of instructional methods and technologies. Teaching is also an attempt to assist people to acquire some skills, attitudes, knowledge or ideas, which leads to learning, learning leads to experience and experience to attitude and behaviour.

Despite increasingly widespread adoption of technologies in virtually every aspect of education, significant ways of improving the preventing widespread utilization. Nagel (2013) observed that key among all includes, lack of sustainable professional development for

Business Educators who are required to utilize the new technologies into classroom practices include financial constraints and pedagogical issue constrains, among others. To Okejim (2008), one of the major issues now facing Nigerian tertiary education is the issue of underfunding and misspending as government priority to education is still very low. Consequently, funding of higher education by the government is declining. Business Education programmes have not been adequately funded and this has incapacitated the institutions to purchase needed modern equipment for their typing rooms (Fadare, 2014). Iyiola (2013) remarked that inadequate funding of Business Education programmes leads to lack of Information and Communication Technology infrastructure in most institutions of higher learning. Iyiola buttressed this point by saying that where there is inadequate Information and Communication Technology infrastructure for the teaching of students, they do more of theory than practice which may not enable them to be highly competitive in the labour market. Supporting the above view, Ekoh (2016) believed that lack of adequate funds to equip the classrooms with multimedia, capable internet connected computers in schools, improves the use of new technologies in teaching and learning Business Education programmes. According to Ogonu (2019), a major issue in the use of new technologies include among others: epileptic electric power supply. Most of these new technologies are powered by electricity therefore electricity has to be constantly available for effective functioning of these technologies. The epileptic nature of electricity power supply in Nigeria is a major concern in the use of new technologies in teachings and learning Business Education courses and where there is no alternative power supply such as generator or inverter, lectures are distorted once the power is switched off.

However, some of the ways of improving the use of new technologies in teaching Business Education courses includes; the use of Power-point presentation to introduce a classroom concept while providing the opportunity for engagement. Along with the use of graphics and bulleted information, links to videos that accompany the ideas presented in the PowerPoint can be embedded within the slides. Posting of assignments online via learning platforms is one way many teachers can begin to improve the use of new technologies in the classroom. Assignments are easily accessible, which can increase student engagement and help students become more organized through internet-based assignments. Communication is a key element in education that helps teachers, administrators, parents, and students recognize a student's strengths and areas for improvement. Online grading systems such as powerschool open and facilitate lines of communication where teachers can post grades, analyze students' attendance patterns, and manage transcript data. Beyerbach (2013) stated some of the ways of improving the integration of new technologies in teaching Business Education to include; online research, use of interactive white boards, and through digital presentations. In line with the above assertion, Fan (2014) posit that collaborative curriculum design is also another way of improving the integration and utilization of technology in education. Fan stated that collaborative curriculum design anchors the process of learning to use technology within an exploration of what it is to teach and learn the subject. The design

teams connect teacher educators, technology experts, and K-12 teachers with the goal of developing curricula in specific content domains which make good use of Information and Communication Technologies. It is also a known fact that for an individual to improve on his or her utilization of technologies, he or she needs to be conversant to make sure he or she use the right technology, incorporate automation tools, manage passwords effectively, only use technology where him or her need help the most, use chrome extensions, organize his or her time with a calendar app, take advantage of free applications and use less technology altogether. It is based on these that this study is sought.

Statement of the Problem

A major aim of improving the utilization of new technologies in teaching and learning is to improve the quality of education and expand access to education. It is to make teaching a little bit easier, real and interesting. The education sector is expected to be technologically besetting and this requires that technological resources are fully integrated in it. Unfortunately, the education sector seems to be lacking the necessary technological resources needed to bring the Nigerian educational sector at par with international standards as Business Education being a skills development programme is worst hit by the dearth of requisite technological tools and the skills needed to effect the integration into the programme. The consequence is that the programme is faced with inadequate availability of facilities, epileptic electric power supply, poor internet network service, untrained personnel and poor funding and so on. When these new technologies are to be used in teaching, other facilities are either out of service or slow in operation like electric power and network service. Sometimes, no competent Business Educator to adequately manipulate the equipment. These and other factors contribute in making the use of new technologies unreliable, disappointing at the time of need, thereby disrupting teaching process and if the issues of how to improve on the use of new technologies in teaching Business Education courses are not brought under check, there is the possibility that the implementation of Business Education curriculum would be seriously hampered leading to the use of traditional pedagogical approach. It was against this background that this study was carried out to investigate improving the utilization of new technologies for the teaching of Business Education courses in Rivers and Bayelsa States Universities.

Purpose of the Study

The aim of this study was to improving the utilization of new technologies for the teaching of Business Education courses in Rivers and Bayelsa States Universities.

Specifically, the study sought to:

1. Identify the use of new technologies in teaching Business Education courses in Rivers and Bayelsa State Universities.
2. Examine ways of improving the use of new technologies in teaching Business Education courses in Rivers and Bayelsa State Universities.

Research Questions

In the course of carrying out this research, the following questions were posed for the study:

1. How can the use of new technologies in teaching Business Education courses in Rivers and Bayelsa State Universities be identified?
2. What are the ways of improving the usage of 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 use of new technologies 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 how to improve on the new technologies used 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 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. 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 14-item questionnaire structured in a four-point rating scale of Strongly Agreed (SA; 4points), Agreed (A; 3points), Disagree (D; 2points) and Strongly Disagreed (SD; 1point). The instrument was titled Improving the Utilization of New Technologies for Teaching Business Education Courses (IUNTTBEC) and was validated by three experts in Business Education and Measurement and Evaluation. 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 and a reliability of 0.81 was obtained. Copies of the questionnaire were distributed and collected by the researchers as each was assign to one institution. Mean and standard deviation were used to answer the research questions while one-way ANOVA was to test the hypotheses at 0.05 level of significance. The justification for the use of one-way ANOVA, was that the institutions studied are 3 which includes Rivers State University, Ignatius Ajuru University of Education and Niger Delta University and so, ANOVA was appropriate for the study.

Results

Research Question 1: How can the use of new technologies in teaching Business Education courses in Rivers and Bayelsa State Universities be identified?

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

s/n	Item	RSU n= 215 $\bar{x}$	SD	RMK	IAUE n= 295 $\bar{x}$	SD	RMK	NDU n= 115 $\bar{x}$	SD	RMK
1	Non usage of the right classrooms and equipment with appropriate and relevant innovative equipment/facilities for teaching and learning.	2.75	1.14	agreed	2.68	1.14	agreed	2.68	1.08	agreed
2	Sole responsibility of funding higher education by the government.	2.94	0.93	agreed	2.82	1.01	agreed	2.74	0.98	agreed

3	The epileptic nature of electricity power supply.	2.97	0.94	agreed	2.85	1.01	agreed	2.80	1.03	agreed
4	Humans' resistance or unyielding attitude to change.	2.99	1.02	agreed	2.86	1.07	agreed	2.74	1.00	agreed
5	Few Business Educators with knowledge of the use of new technologies.	2.91	1.09	agreed	2.80	1.12	agreed	2.68	1.07	agreed
6	Unstable internet network service.	2.94	0.94	agreed	2.82	1.01	agreed	2.64	1.13	agreed
7	Non-maintenance or repair of most of the instructional equipment is not locally available.	3.18	0.87	agreed	2.99	0.99	agreed	2.71	1.08	agreed
8	Exorbitant cost of procurement and maintenance of ICT equipment and facilities.	2.81	1.11	agreed	2.99	0.99	agreed	2.82	1.21	agreed
	Grand $\bar{X}$/SD	**2.94**	**1.00**		**2.85**	**1.04**		**2.73**	**1.07**	

Source: *Field Survey (2022)*

The results in Table 1 showed the grand mean and standard deviation scores of Business Education Final Year undergraduate students in Rivers and Bayelsa State Universities on the way to improve on the new technologies used in teaching Business Education Courses in Rivers and Bayelsa State Universities and the scores were 2.94 for Rivers State University with standard deviation of 1.00, 2.85 for Ignatius Ajuru University of Education with standard deviation of 1.04 and 2.73 for Niger Delta University with standard deviation of 1.07 respectively. These scores are obviously above the decision mean of 2.50. The high value of the standard deviations also emphasized how closely related the individual responses are from the grand mean. This indicates that inadequate equipped classrooms, epileptic nature of

electricity power supply, human resistance to change, unstable internet network service and exorbitant cost of procurement and maintenance of ICT equipment and facilities are some of the ways of improving new technologies in teaching Business Education courses in Rivers and Bayelsa States Universities.

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

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

S/N	Items Statement	RSU n= 215 $\bar{x}$	SD	Rmk	IAUE n = 295 $\bar{x}$	SD	RMK	NDU n = 115 $\bar{x}$	SD	RMK
9	Use of PowerPoint presentations to integrate a classroom concept while providing the opportunity for engagement.	2.87	1.04	agreed	2.77	1.08	agreed	2.87	0.96	agreed
10	Online grading systems where teachers can post students grades and manage transcript data.	2.84	1.03	agreed	2.75	1.07	agreed	2.87	1.03	agreed
11	Integration of technology into teacher education programmes.	2.81	1.11	agreed	2.73	1.12	agreed	2.77	1.05	agreed
12	Online research and digital presentations in the teaching and learning process.	3.04	0.93	agreed	2.89	1.01	agreed	2.85	1.07	agreed
13	Posting of assignments online via learning platforms.	3.06	0.89	Agreed	2.91	0.99	Agreed	2.76	1.05	Agreed
14.	Through an online collaborative curriculum design.	2.89	0.99	Agreed	2.79	1.05	Agreed	2.68	1.08	Agreed
	Grand Mean/SD.	**2.92**	**0.99**		**2.81**	**1.05**		**2.80**	**1.04**	

Source: *Field Survey (2022)*

The result in Table 2 showed the grand mean and standard deviation scores of Business Education Final Year undergraduate students in Rivers and Bayelsa States Universities, that is, Rivers State University, Ignatius Ajuru University of Education and Niger Delta University on the ways of improving the use of new technologies in teaching Business Education courses and the scores were 2.92 for Rivers State University with standard deviation of 0.99, 2.81 for Ignatius Ajuru University of Education with standard deviation of 1.05 and 2.80 for Niger Delta University with standard deviation of 1.04 respectively. This indicates that the use of PowerPoint presentations to introduce a classroom concept, online grading systems where teachers can post students grades and manage transcript data, and posting of assignments online via learning platforms were found to be some of the ways of improving the use of new technologies in teaching Business Education courses in Rivers and Bayelsa State Universities.

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 use of new technologies in teaching Business Education courses in Rivers and Bayelsa States.

Table 3: Computation of ANOVA on the Mean Response of Business Education Students in RSU, IAUE and NDU on the use of New Technologies in Teaching Business Education Courses**.**

Sources of Variance	SS	Df	Ms	∝	F-cal	F-crit	Remarks
Between Groups (Ways of improving new technologies in teaching Business Education Courses)	0.22	2	0.11				Not Significant
				0.05	0.05	3.00	
Within Groups (Error Variance)	1409.75	622	2.26				
Total	1409.97	625					Accept Hypothesis

Source: *Field Survey (2022)*

From Table 3, the F-calculated value of 0.05 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 0.22 and the mean sum of squares (MS) is 0.11, while the sum of squares and mean sum of squares for within groups (Error Variance) is 1409.75 and 2.26 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 improvement and

utilization of new technologies in teaching Business Education courses was accepted and the researchers conclude there is no significant difference.

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 ways of improving the usage of new technologies in teaching Business Education courses in Rivers and Bayelsa State Universities?

Table 4: Computation of ANOVA on the Mean Response of Business Education Students on the ways of improving the usage of new technologies in teaching Business Education courses in Rivers and Bayelsa State Universities

Sources of Variance	SS	Df	Ms	∝	F-cal	F-crit	Remarks
Between Groups (Ways of improving new technologies in teaching Business Education Courses)	15.39	2	7.69				Significant
				0.05	4.49	3.00	
Within Groups (Error Variance)	1064.81	622	1.71				
Total	1080.20	625					Reject Hypothesis

Source: *Field Survey (2022)*

From Table 4, the F-calculated value of 4.49 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 15.39 and the mean sum of squares (MS) is 7.69, while the sum of squares and mean sum of squares for within groups (Error Variance) is 1064.81 and 1.71 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 ways of improving the usage of new technologies in teaching Business Education courses was rejected and the researchers conclude there is significant difference.

Discussion of Findings

Findings from this study revealed that Business Education students in Rivers State University, Ignatius Ajuru University of Education and Niger Delta strongly agreed that some of the ways to improve the new technologies in teaching Business Education courses are; well-equipped classrooms with appropriate and relevant innovative facilities for teaching and learning, sole responsibility of funding higher education by the government, effective

electricity power supply, few Business Educators with knowledge of the use of new technologies, unstable internet network service, and exorbitant cost of procurement and maintenance of ICT equipment and facilities. This finding is in agreement with the view of Okejim (2008) who opined that the analysis of the budgets at the local, state and federal levels and a comparison with international standards showed that the budgets for education in Nigeria fall far below acceptable standards. To Okejim, one of the major problems now facing Nigerian tertiary education is the issue of underfunding and misspending as government priority to education is still very low.

Consequently, funding of higher education by the government is declining. Business Education programmes have not been adequately funded and this has incapacitated the institutions to purchase needed modern equipment for their typing rooms. Agreeing with Okejim, Iyiola (2013) advanced that lack of funding of Business Education programmes leads to lack of ICT infrastructure in most institutions of higher learning. Iyiola buttressed this point by saying that where there is inadequate ICT infrastructure for the teaching of students, they do more of theory than practice which may not enable them to be highly competitive in the labour market. Akasi and Nwabufo (2016) believed that constant power failure may constitute a problem to the teachers because this instructional equipment cannot function without electricity.

Olowookere and lyiola (2016) declared that where there is no alternative power supply such as generator or inverter, lectures are distorted once the power is switched off. The researchers were of the view that these can be treated with urgency and ensure that the requisite skills, knowledge and attitudes to live and work in a technologically and dynamic society is been put in place by all and sundry.

Also, another findings from this study revealed that Business Education students in Rivers State University, Ignatius Ajuru University of Education and Niger Delta University agreed that some of the ways of improving the integration of new technologies in teaching Business Education courses includes the use of PowerPoint presentations to introduce a classroom concept while providing the opportunity for engagement, online grading systems where teachers can post students grades and manage their transcript data, posting of assignments online via learning platforms, and through an online collaborative curriculum design.

This finding is in agreement with the view of Bayerbach (2013) who depicts that almost all educational institutions across the world are rethinking and reorganizing the manner in which they are preparing pre-service and in-service teachers to use technology in order to enhance classroom instruction. Then again, higher education institutions are also seeking new strategies to support the process of technology integration, as they are the leaders and models of technology diffusion. Teacher education programs are intended not only to give occupational and branch of learning expertise but also the vision for integrating technology into the teaching-learning process.

Bayerbach further buttressed that schools, colleges, and departments of education have sought not only to provide courses on educational technology but also to infuse technology into the teacher education curriculum such that pre-service teachers experience technology-rich instruction both as students and as teachers. Bayerbach highlighted that some of the ways of improving the integration of new technologies in teaching Business Education are through online research and digital presentations. In agreement with the view of Bayerbach, Mornie (2019) opined that the use of technology during whole-class instruction can foster student engagement for auditory and visual learners. Integrating simple technologies such as Power Points, games, internet enabled assignments, or online grading systems can be difference makers in students' growth in the classroom. Mornie further opined that PowerPoint presentations can be used to introduce a classroom concept while providing the opportunity for engagement. Along with the use of graphics and bulleted information, links to videos that accompany the ideas presented in the PowerPoint can be embedded within the slides. Posting assignments online via learning platforms is one way many teachers can begin to improve the use of technology in the classroom.

Conclusion

Based on the findings and discussion made from the study, the conclusion reached by the researchers was that there is need to recognize new technologies as very vital in adding easy teaching and learning in the educational system and Business Education in particular. Information technologies have always held great promise for transforming our teaching, thinking and learning. Therefore, the government should be committed to funding Business Education programme in order to actualize its expected goals in tertiary institutions.

Recommendations

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

1. Business Education administrators should employ technical support staff to provide technical supports and maintain new technologies meant for teaching and learning Business Education courses.
2. Business Education administrators should install solar energy as complementary source of electricity when there is power failure and generator is not standby for technology utilization.
3. A mechanism that would regularly and properly supervise the use of relevant technologies in teaching and learning of Business Education courses and a framework instituted to implement the mechanism in the best interest of Business Education programme.

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