



ISSUES IN THE USE OF ICT IN BUSINESS EDUCATION IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

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Abstract

The study focused on issues in the use of ICT in Business Education in tertiary institutions in Anambra State. Two research questions guided the study and two null hypotheses were tested. Theory of operant conditioning by B. F. Skinner was used for the study. A descriptive survey research design was adopted. The population of the study consisted of 96 business educators in tertiary institutions that offer business education programme in Anambra State. No sample was taken, as the population size was manageable. A 10-items structured questionnaire validated by three experts was used for the study. The reliability of the instrument was ascertained using test re-test method which was used to establish the reliability of the instrument, and the Pearson Product Moment Correlation Coefficient was used to test the reliability of the instrument which obtained an overall reliability co-efficient value of 0.88. Data related to the research questions were analyzed using mean and standard deviation while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that business educators rated educational effectiveness and cost effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State as factor affecting their use of ICTs for teaching. Findings also agree that there is no significance difference in the mean responses of business educators in universities and their counterparts in colleges of education on their educational effectiveness and cost effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State. It was concluded that business education programmes need effective use of ICT through implementation of ICT equipments and tools in teaching-learning process as a media and methodology. It was recommended, among others, that government and other major stakeholders should focus their attention and invest their resources on tertiary institutions so as to address issues in the use of ICTs in business education at the tertiary level. This will help in the production of competent business education graduates who can embrace the use of ICTs and compete globally in the world of work.

Key words: *Issues, ICT, business education, tertiary institutions*

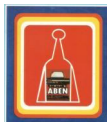


Introduction

Rapid development in information and communication technology (ICT) in recent years has resulted in significant changes in the way the world operates and communicates. This in turn has serious impact on education and training needs, both in terms of content and delivery services. There has been also increasing pressure on decision makers to acquire new technologies. Simultaneously in the vein, different forms of ICT are multiplying with an increasing array of options for decision makers to choose from when integrating ICT into education and training.

In the phase of this current situation, policy makers in many countries of the world thought that to simply equip educational and training institutions with enough computers and trained teachers they would prepare learners for the demands of the 21st century. However, providing access to ICT only is not going to radically change education system for the better. A clear picture of what education should be seeking to achieve is the need for ICT to be utilized to full potential within educational system particularly in business education. In order to make successful use of ICT in enhancing the quality of teaching and learning, policy makers need to be aware of how ICT can be of best value in the country's education system particularly in business education programme. There is a high need for a supportive policy environment and framework at the national level for the integration of ICT into business education programme.

Business education is the foundation upon which students build an awareness of business and an understanding of business concept. Business education as a component of vocational and technical education programme prepares individuals for careers in business; and to be intelligent economic consumers of goods and services (Ugwoke, 2011). Business is the process by which individuals, organisations and societies interact to improve their economic wellbeing through the exchange of products, services and ideas. The ability to make individual decisions based on choice is essential to this process. Therefore, business education is one vital programme in Nigeria tertiary institutions that has the capacity to bring about the required liberation and stimulation of the citizens for global competition and national development. It is believed that for any nation to promote sustainable economic growth. Effort should be made to invest sufficient amount of financial resources on education particularly for effective teaching and learning. Consequently, business education programme to sustain its relevance in



providing the needs of individuals and that of the society, it must embrace current trends in modern technologies in the academic and economic demands of the society. Atakpa (2011) remarked that business education is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business careers.

In the same vein, other words, business education is education for business or training skills, is required in business offices, clerical occupation and business policy analysis. Okoye (2013) extensively defined business education as an educational programme that orientates students in the art of business making (marketing) typing and shorthand skills, (currently competing with computer appreciation and operation) service delivery, secretarial jobs, stenography, account clerking, office information system and management. Okoye elaborated that business education prepared students in two interrelated areas; Education for business and Education about business. Okoye further stated that education for business provides professional training in method of business making, techniques in business making, tactics to attract clients and make profit, scheming ideas for profitable venture, appropriate attitude and behaviour of a good businessman. While, education about business prepares individuals to know: how and when to buy goods for profitable outcome (in-season and out- season), where to obtain goods for better sales, where to situate business for continued existence, where to make best sales for (increased turnover rate), where to make sales for increase profit, tricks in season forecast for good business making and self-conviction indicator about risk making. Nwazor and Udegbonam (2016) contented that business education is an integral part of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self-employment through the effective use of ICTs.

Information and communication technologies in business education are designed to prepare students for a variety of careers in technical business offices. It is not easy to develop taxonomy of ICTs in business education because of their diversity and evolution in structures and functions. Information and communication technologies in teaching and learning of business education subjects according to Ezenwafor (2012) include using broadcast materials or CD-ROM for information collection and storage, using micro-computers with software applications to write or produce documents, skilful keyboarding, emailing and messaging, Internet browsing using



search engines, windows, messenger, yahoo, chat room, among others, using opaque projector, slide projector and multi-media projector, utilizing e-banking, economics, utilizing different computer software applications such as word processors, spreadsheets, power point, desktop publisher, graphics, among others.

Furthermore, Tinio (2012a) contended that effectiveness, cost, equity, and sustainability are four broad intertwined issues which must be addressed when considering the overall impact of the use of ICTs in business education. Thus, for the purpose of this study, it dealt with two out of the four mentioned such as educational effectiveness of ICTs and cost. The educational effectiveness of ICTs depends on how they are used and for what purpose. And like any other educational tool or mode of educational delivery, ICTs do not work for everyone, everywhere, and in the same way. Effective could be viewed in the following manner such as enhancing access-in higher education and adult training. There is some evidence that educational opportunities are being opened to individuals and groups who are constrained from attending traditional universities, and raising quality-the impact of educational radio and television broadcasts on the quality of basic education that remains an under-researched area, that these interventions are as effective as traditional classroom instruction (Hannafin, & Savenye, 2013). Perraton and Creed (2012) supported this view by stating that, of the many educational broadcast projects, the Interactive Radio Instruction has been the most comprehensively analyzed. Findings provide strong evidence of the projects effectiveness in raising the quality of education as demonstrated by increased scores on standardized tests as well as improved attendance.

In contrast, assessments of the use of computers, internet and related technologies for business education learning have been equivocal. Russell (2009) noted that there is no significant difference between the test scores of learners taking ICT-based business education learning courses and those receiving face-to-face instruction. Fouts (2012) however, claimed that such generalizations are inconclusive; pointing out that the large number of articles on ICT-based business education learning does not include original experimental research or case studies. Similarly, Merisotis and Ronald (2009) argued that dropout rates are much higher when instruction is delivered at a business education via ICTs.

The second is cost effectiveness on the purchase of ICTs resources. Broadly speaking, educational television broadcasts and computer-based and online learning



are more expensive than radio broadcasts (Blurton in Tinio, 2012a). Tinio further stated that there is disagreement, however, over whether television broadcasts are cheaper than computer-based and online learning. Tinio stated categorically that assessments of cost-effectiveness are difficult to make because of lack of data, differences in programmes, problems of generalization, and problems of quantification of educational outcomes and opportunity costs. Speaking specifically of computers and the Internet, Tinio argued that when considering whether ICT is cost-effective in educational settings, a definitive conclusion may not be possible for a variety of reasons. However, when considering the alternative of building more physical infrastructure, the cost savings to be realized from sharing resources, and the societal price of not providing access to ICT as a means of enabling teaching and learning appears to be an attractive and necessary alternative (Blurton in Tinio, 2012a).

Thus, a common mistake in estimating the cost of a particular ICT educational application is to focus too much on initial fixed costs: purchase of equipment, construction or retrofitting of physical facilities, initial materials production, and the like. But studies on the use of computers in classrooms, for example, show that installation of hardware and retrofitting of physical facilities account for only between 40% to 60% of the full cost of using the computers over their lifetime, or its *total cost of ownership* (<http://ctp.fcoe.k12.ca.us/ctap/dhs3.4/tc02classpdf>). In fact, while at first glance it may seem that the initial purchase of hardware and software is the costliest part of the process.

The bulk of the total cost of ownership is spread out over time, with annual maintenance and support costs (known as variable or recurrent costs) constituting between 30% to 50% of the total cost of hardware and software. The cost of professional development, another variable cost, also accumulates over time. For computer-based approaches the total cost of ownership therefore includes: retrofitting of physical facilities, hardware and networking, software, upgrades and replacement (in about five years), professional development, connectivity, including Internet access and telephone time, maintenance and support, including utilities and supplies.

In order to determine cost efficiencies, fixed costs must be distinguished from variable costs, and the balance between the two understood. If the fixed costs of a technology project are high and its variable costs are low, then there will be cost



advantages to scaling up. This is the case with general educational radio and television broadcasting. Programmes such as Sesame Street and Discovery are more cost-efficient; the larger their audience, since the high cost of production is distributed over a larger viewer base while no staff expenditures are made for learner support.

The influencing factor on the use of ICT in Business Education in tertiary institutions could be type of institutions. Type of institutions in this research study refers to tertiary institutions that offer business education such as colleges of education and universities. Okoli pointed out that the types of institutions do not differ significantly in their mean ratings on the challenges facing business education for effective teaching of business education programme in tertiary institutions.

No doubt, the emergence 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, advanced calculators, video tape recorder, close circuit TV, among others, have not only revolutionized the office environment but have also brought changes in the ways people are doing things, (Utoware & Kren-Ikidi, 2013). The computer is one of the most visible of the new technologies. Much as new technologies are indispensable in business education programme delivery, the concept of curriculum review is of utmost importance.

Statement of the Problem

Research findings by Nwaiwu (2009) revealed that Business Education students perform poorly in ICT courses and most Business Education graduates are not competent in ICT skills. This can negatively affect entrepreneurial ventures since they lack ICT skills to run businesses successfully. Onojetah (2012) revealed debilitating factors such as inadequate funding of ICT by government and school authorities, poor maintenance culture of ICT facilities, use of obsolete computers and prior method of content delivery. Egboka (2012) also revealed that lecturers are not provided with ICT trainers to guide them in supervised practice until they are comfortable with using ICT on their own, lecturers are not provided with ICT educational resources that are directly related to the curriculum and assessment methods used to evaluate education outcomes and that the universities have not made their lecturers aware of the rationale for using ICT in their teaching. The problem of the study therefore, is that graduates are not skilled in ICT in teaching business education courses in tertiary institutions in Anambra State.



Research Questions

The following research questions guided the study:

What are the educational effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State.?

What are the cost effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State.?

Hypotheses

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

There is no significant difference in the mean responses of business educators in universities and those in colleges of education on their effectiveness in the use of ICT in Business Education in Anambra State.

There is no significant difference in the mean responses of business educators in universities and those in colleges of education on the cost effectiveness in their use of ICT in Business Education in Anambra State.

Theoretical Framework

Besides the theory of operant conditioning by B. F. Skinner (1938). Skinner operant conditioning theory stated that learning is a function of changes in behaviour as a result of an individual's response to events (stimuli) that occur in the environment. Skinner noted further that the control of the learning environment with reinforcing stimuli (ICT tools) to strengthen behaviour; there are other theories that justify the investigation into issues comforting the use of ICT among the business educators to achieve success in the teaching of business education courses in universities (Okoli, 2013).

First is the activity theory that describes an activity system. The use of tools in human activity is seen as 'mediated' higher functioning in interaction between a subject (an individual) and an object (a task), (Okoli, 2013). The tool with which a teacher interacts within the learning environment depends on the objectives in the activity system that shapes the interpretation, relevance and the meaning of the meditational tool. This presupposes that the concept of ICT use in the learning environment as a matter of cognition in its relevance; precisely referring to the ability of the user: the teacher and the learner alike to achieve effectiveness and the institutional activities necessary in its provision and support to the users to make it less problematic.

The issue of how to produce knowledgeable and skilled business graduates who can perform effectively in the use of ICT in the various business fields of the global



economy has motivated this study among business educators in universities in Anambra State. Theoretical use of ICT for teaching should be encouraged and students should be guided to discover things for themselves with the teacher acting as a mediator in learning. It is paramount that effort should be geared towards achieving maximum results by using up-to-date technologies in the use of ICT for teaching among business educators. The relation with this theory is that it deals with the use of ICT for teaching to encourage business educators in tertiary institutions in Anambra State.

Method

Descriptive survey design was adopted for the study. The researchers considered this design appropriate for this study since they intended to collect data from practicing business educators regarding the issues in the use of information communication technologies (ICTs) in business education in tertiary institutions in Anambra State. The population of this study comprised 96 business educators in tertiary institutions that offer business education in Anambra State. The instrument for data collection was a structured questionnaire titled Issues in the Use of Information Communication Technologies (ICTs) in Business Education in Tertiary Institutions (IUICTBETI).

The instrument was validated by three experts-two in business education and one in measurement and evaluation from Nnamdi Azikiwe University, Awka. Their criticism and comments improved the content validity of the instrument. Test re-test method was used to establish the reliability of the instrument, and the Pearson Product Moment Correlation Coefficient was used to test the reliability of the instrument. The analysis yielded a co-efficient value of 0.88 indicating that the instrument was reliable for the study using the application of Statistical Package for Social Sciences (SPSS) version 21. The questionnaire was structured on a four-point scale, with response categories as “Strongly Agree”, “Agree”, “Disagree” and “Strongly Disagree” for all the research questions. The administration of the instrument was carried out personally by the researchers with the help of two research assistants. Out of 98 copies of the questionnaire administered on the respondents, a total of 96 copies of the questionnaire were successfully retrieved and were used for data analysis. Data collected in relation to the research questions were analyzed using mean and standard deviation while the t-test was used to test the null hypotheses at 0.05 level of significance.



In order to determine the issues in the use of information communication technologies (ICTs) in business education in tertiary institutions in Anambra State, a decision rule was based on mean ratings between 3.50-4.00 were regarded as strongly agree, items with mean ratings of 2.50-3.49 were considered as agree. Furthermore, items with mean ratings of 1.50-2.49 and 1.50-1.49 were considered as disagree and strongly disagree respectively. In testing the null hypotheses, where the calculated p-value is less than the stipulated level of significance (0.05), it meant that there was a significant difference and the hypothesis was rejected. Conversely, where the calculated p-value is equal to or greater than the stipulated level of significance (0.05), it meant that there was no significant difference and the hypothesis was not rejected.

Results

Research Question 1:

What are the educational effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State.?

Table 1: Business educators' mean responses on the educational effectiveness in the use of ICT in business education in tertiary institutions in Anambra State. N=96

S/N	Educational effectiveness in the use of ICTs in Business Education	0	SD	Remarks
1.	Enhancing access-in higher education and adult training Facilitates quality use of multimedia facilities in business education	2.51	0.49	Agree
		2.50	0.52	Agree
3.	Improve on traditional classroom instruction	2.71	0.34	Agree
4.	assessments of the use of computers, internet and related technologies for business education teaching	3.54	0.27	Strongly Agree
5.	increases ICT-based business education learning courses	2.62	0.44	Agree

Data in Table 1 show business educators' mean responses on the educational effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State. Item by item analysis revealed that out of five items, one item had the mean rating of 3.45 which was regarded as strongly agree while the remaining four items had the mean rating of 2.50, 2.50, 2.56 and 2.71 which are all regarded as agree. The mean scores showed that the educational effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State is an issue affecting the use of ICT in business education teaching as agreed by the respondents' ratings. The



standard deviations for all the items falls between 0.27 to 0.52 which indicates that they are within the same range and it shows that the respondents' mean ratings are not widely apart in their views.

Research Question 2

What are the cost effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State.?

Table 2: Business educators' mean responses on the cost effectiveness in the use of ICT in business education in tertiary institutions in Anambra State. N=96

S/N	Cost Effectiveness in the Use of ICTs in Business Education	O	SD	Remarks
1.	Difficult to make because of lack of data	2.61	0.43	Agree
	Considering the alternative of building more physical infrastructure	1.64	0.56	Disagree
3.	Cost savings to be realized from sharing resources	2.63	0.34	Agree
4.	Societal price of not providing access	3.74	0.27	Strongly Agree
	Dropout rates are much higher when instruction is delivered at a business education via ICTs	2.77	0.32	Agree

Data in Table 2 show business educators' mean responses on the cost effectiveness in their use of ICT in Business Education in tertiary institutions in Anambra State. Item by item analysis revealed that out of five items, only one item had the mean rating of 3.74 which was regarded as strongly agree, while three items had the mean rating of 2.61, 2.63 and 2.77 which are regarded as agree and the remaining one item with the mean rating of 1.64 was regarded as disagree. The mean score is showed that the cost effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State is an issue affecting the use of ICT in business education teaching as agreed by the respondents' ratings. The standard deviations for all the items falls between 0.27 to 0.56 which indicates that they are within the same range and it shows that the respondents' mean ratings are not widely apart in their views.

Testing the Hypotheses

Hypotheses 1

There is no significant difference in the mean responses of business educators in universities and those in colleges of education on their educational effectiveness in the use of ICT in Business Education in Anambra State.

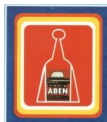


Table 3: Summary of t-test analysis of business educators in universities and those in colleges of education on their educational effectiveness in the use of ICT in Business Education in Anambra State. N=96

Type of Institution	N	O	SD	α	Df	t-val	p-val	Remark
Universities	21	3.62	1.22	0.05	94	0.77	.37	Not Significant
Colleges of Education	75	3.80	1.38					

Source: Field Study, 2018.

Data in Table 3, indicate that the aggregate mean ratings of business educators in universities and those in colleges of education on their educational effectiveness in the use of ICT in Business Education is 3.62 and 3.80, while the corresponding standard deviation is 1.22 and 1.38. The Table indicated that the t-value is .77 at degree of freedom of 94, while the p-value is .37. Testing at alpha level of 0.05, the p-value is not significant, because the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is not rejected; hence, the mean responses of business educators in universities do not significantly differ from business educators in colleges of education on their educational effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State.

Hypotheses 2

There is no significant difference in the mean responses of business educators in universities and those in colleges of education on the cost effectiveness in their use of ICT in Business Education in Anambra State.

Table 4: Summary of t-test analysis of business educators in universities and those in colleges of education on the cost effectiveness in their use of ICT in Business Education in Anambra State. N=96

Type of Institution	N	O	SD	α	Df	t-val	p-val	Remark
Universities	21	3.12	1.38	0.05	94	-.88	.50	Not Significant
Colleges of Education	75	3.08	1.22					

Source: Field Study, 2018.

Data in Table 3, indicate that the aggregate mean ratings of business educators in universities and those in colleges of education on the cost effectiveness in their use of ICT in Business Education is 3.12 and 3.08, while the corresponding standard deviation is 1.38 and 1.22. The Table indicated that the t-value is -.88 at degree of freedom of 94, while the p-value is .50. Testing at alpha level of 0.05, the p-value is



not significant, because the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is not rejected; hence, the mean responses of business educators in universities do not significantly differ from business educators in colleges of education on the cost effectiveness in their use of ICT in Business Education in tertiary institutions in Anambra State.

Discussion of Findings

Findings of the study in the first research question agreed that business educators rated educational effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State as a factor affecting the use of ICTs for teaching. This agreed with the views of Perraton and Creed (2012) who noted that the use of ICTs such as broadcast projects, the Interactive Radio Instruction has been the most comprehensively analyzed but it is in-effectively used for teaching by most teachers.

The result in Table 3 revealed that business educators in universities do not differ significantly from business educators in colleges of education on their educational effectiveness in the use of ICT in Business Education in tertiary institutions. This means that the institution type does not affect the educational effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State. This agreed with Russell (2009) who noted that there is no significant difference between the test scores of learners taking ICT-based business education learning courses and those receiving face-to-face instruction.

The findings of the study on the second research question also agreed that business educators rated the cost effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State as a factor affecting the use of ICTs in teaching. This is in line with the findings of Blurton in Tinio (2012a) who revealed that educational television broadcasts, computer-based and online learning are more expensive than traditional classroom so it affects the use of ICTs for teaching.

Results in Table 4, revealed that business educators in universities do not differ significantly from business educators in colleges of education on the cost effectiveness in their use of ICT in Business Education in tertiary institutions in Anambra State. This invariably implies that cost effectiveness in the use of ICT in Business Education in tertiary institutions affect their teaching with ICTs since it is too costly to purchase.



Conclusion

Based on the findings of the study, it was concluded that the use of ICT in business education is now seen as both a necessity and an opportunity. Issues of ICT in business education deal with the use of ICTs within educational technology. The main issues in use of ICTs in business education mean implementation of ICT equipments and tools in teaching-learning process as a media and methodology. The issues of ICT in business education is generally to familiarize students and teachers with the use and workings of computers and related technologies as well as the social, ethical, technological, costs effectiveness that affect the usage by business educators for teaching.

Recommendations

Based on the findings of the study, the researchers proffer the following recommendations:

Government and other major stakeholders should focus their attention and invest their resources on tertiary institutions so as to address issues in the use of ICTs in business education at the tertiary level. This will help in the production of competent business education graduates who can embrace the use of ICTs and compete globally in the world of work.

Government and other major stakeholders should endeavour to invest their resources in institutions of higher learning in order to help equip recipients with the requisite attributes for constructive method of teaching and learning. This will help as they upgrade the ICT facilities and equipment for studios, laboratories and workshops where the facilities are considered obsolete.

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