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SCHOOL CONSTRAINTS AND MODERN INSTRUCTIONAL TECHNOLOGIES IN BUSINESS EDUCATION IN PUBLIC UNIVERSITIES IN SOUTH-SOUTH GEO-POLITICAL ZONE, NIGERIA

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Abstract: *This study was conducted to investigate School constraints and modern instructional technologies in business education in south-south geopolitical zone, Nigeria. The study answered two (2) research questions and two (2) null hypotheses were tested at 0.05 level of significance. The study adopted descriptive survey research design. The population of the study consisted of 110male and 122 female Business Educators. The entire population was studied. The instrument for data collection was structured questionnaire titled "SCHOOL Constraints and Modern Instructional Technologies in Business Education Questionnaire (PCUMITBEQ)" with 25 items. The instrument was validated by three experts, two in business education and one in science education. The instrument was subjected to reliability test using Cronbach Alpha Reliability Statistical Tool. The result yielded an average reliability coefficient of 0.85. 232 copies of the instrument were printed but 125 copies were successfully administered and retrieved. Mean and standard deviation were used to answer the research questions while independent T-test was used to test the hypotheses at 0.05 level of significant. The result of the analysis revealed that there were about thirteen administration related constraints and twelve students related constraints. There is no significant difference in the mean rating of the respondents based on the universities ownership and location. Based on the findings, it was recommended among others that there should be regular Business Education curriculum review which should involve technocrats and technicians for effective integration of modern instructional technologies.*

Keywords: School Constraints, Modern Technology, Business Education.

Introduction

The world is gradually metamorphosing into digital world where communication and works are carried out with modern technological devices to ease every area of human endeavor. Business education is not left out. Business education is one of the skill acquisition programme which empowers its learners with digital skills needed to access all aspect of life. Azuka in Azuka and Nwosu (2018) defined Business Education as "a programme of studies which comprises four parts- creating awareness in occupations; preparing youths for work in business occupation; preparing people to become better citizens and consumers of goods/services and preparing business teachers". There are two aspects of Business Education namely, vocational business education and general business education. Vocational

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Business Education is that aspect of business education which involves the preparation of learners with relevant skills, knowledge, competencies, ability, values and experiences needed to function effectively in a specific business occupation either as employee or entrepreneur. While, General Business Education is an aspect of business education which deal with the impartation of business knowledge and ideas needed to understand business information necessary to become intelligent consumers of economic goods and services as well as appreciate the economic nature of the society.

Mathematically, Business Education (BE) = Vocational Business Education (VBE) + General Business Education (GBE). That is, BE=VBE +GBE. Where, VBE= BE – GBE and GBE= BE-VBE. Business Education according to Edokpolor and Oduma (2017) is described as a systematic programme of instruction that offers various skills in accounting, marketing, and Office Technology Management (OTM). This implies that proper teaching of these skills will equip its recipients with wide range of skills such as employability skills, entrepreneurial skills, and teaching skills to ensure the recipients' engagement upon graduation. To achieve this, Business Education needs to adapt and keep pace with the changes in the society to satisfy the needs of its recipients. As result, all learning facilities including modern instructional technologies must be adequately provided and effectively utilized in the teaching and learning of Business Education courses.

Use of modern instructional technologies in business education pedagogy is the theory and practice incorporation of modern technological resources in educational pedagogy for effective teaching and learning Business Education courses. It is a technology-based strategy of teaching business education courses. Use of modern instructional technologies in Business Education pedagogy involves internet-based research, remote access to modern technologies as well as network-based transmission and retrieval of information for knowledge and skills acquisition. Use of modern instructional technologies in Business Education pedagogy embraces design, production, utilization, management and assessment of modern technology in educational pedagogy.

Modern instructional technologies include electronic white board, virtual reality classroom, Network card, Modem, router, satellite dish and computer software applications such as MS-Excel, PowerPoint Database, Bulletin Board System, Web Camera, Chat room, videoconferencing, audio-conferencing, web conferencing (Adobe connect, WebEx, Skype) internet radio/ podcast, You-tube, virtual libraries/ Repositories of documents, presentations, graphics, audio files, E-mail, Wikis and collaborative documents, E-portfolios, DVD/CD-ROM, social Networking such as hypertext markup language (html), hypertext transmission protocols (https), blog, Facebook, drop box, Orkut, Twitter., WhatsApp and instagram. Others are Artificial Intelligence (AI), learning analytics, Block chain technology, Immersive learning, Virtual Reality (VR) and Augmented Reality (AR). These modern technologies are used mainly in Business Education for collection, processing, storage and dissemination of information, lesson delivery and other instructional activities.

Koko in Oyeyemi and Oyeyemi (2021) described business education pedagogy as an attempt by a business educator to provide an enabling environment for learning and utilizing appropriate material resources in initiating, guiding, directing and assisting a learner to acquire adequate skills and competencies to enable the development of changes in behaviour and ability as a result of learning. Business education pedagogy is the process and practice of researching for, acquiring and imparting relevant skills, knowledge, attitudes,

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experiences and competencies into the learners, using relevant instructional facilities for the achievement of course objectives.

School constraint in business education is any impediment that hinders the effective teaching and learning of business education courses. It has been observed by Ukata and Silas-Dikibo (2019) that most Nigerian students of Business Education have acquired overdose of theoretical knowledge which does not seem to match today's global workplaces demand for practical entrepreneurial skills. SCHOOL constraints can be seen in the work of Adeleye in oyeyemi and oyeyemi (2021) who listed the SCHOOL constraints and modern instructional technologies in Business Education as social media distractions to students; unpreparedness of students for Business Education courses; lack of interest and phobia for Business Education courses; challenges of access to current information from the internet and current textbooks, and poverty. Also, Oyinloye and Asonibare in Otum and Atah (2021) noted that challenges facing effective teaching of Business Education curriculum content include inadequate supply of Microsoft applications, zoom facilities, use of poor and obsolete training facilities. Also, Oyeyemi and Oyeyemi (2021) carried out a study on SCHOOL Constraints in Business Education Practice in Universities in Rivers State, Nigeria and one of the findings revealed the constraints relative to curriculum as curriculum content overload, poor implementation of students' industrial training and teaching practice programmes, and inadequate teaching time and paucity of facility to implement the curriculum. Elemure and Elemure (2016) identified major obstacles facing business education pedagogy to include: Poor funding of business education, inadequate technological orientation, government as the sole financier, diversion and misappropriation of funds, inadequate records of materials and facilities allocated for the business education programme.

Public universities are universities established and managed by government. According to National Centre for Education Statistics (NCES) in Kulo (2014), public universities are universities that are maintained at public expense for the education of the children of common districts that constitute part of a system of free education. These universities are administered and supported by public funding and are classified into federal and state university based on the sponsorship. Those owned and sponsored with federal government fund are regarded as federal universities while those that depend wholly on state revenue are regarded as state universities. This ownership of universities influences the activities of business educators especially the SCHOOL aspect of the programme.

Furthermore, it is interesting to note that, the location of the university has great influence on the use modern instructional technologies in Business Education pedagogy. Otum and Atah (2021), explained that environment in which an employee works influences his level of utilization of emerging technologies considering the internet connectivity and level of socio-economic development of such location/ area. This area may be urban or rural area where the university is located. That is to say, location of a university has a role to play on the SCHOOL constraints andmodern instructional technologies in Business Education.

Statement of the Problem

The educational needs of the society are often spelt out in the labour market. Job opportunities and job mobility are the determinants of graduates' engagement in the world economy. Recently, Information and Communication Technology (ICT) is the major factor that places demand on workers skills improvement and update. The globalization of communication industry, businesses and

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education has further underscored the rate of technological development in the world. Also, the fast development of modern technologies and the need to keep pace with globalization have given birth to many online activities such as online banking, electronic business, electronic library, electronic learning, virtual meetings, lectures and seminars to connect people and events globally, all in the field of Business Education.

To key into this era of fast technological advancement, Business Education as one of the skill acquisition programmes is expected to successfully integrate modern technologies into its pedagogy to ensure students acquisition of performance skills for effective utilization of modern office technologies, to secure employment or become self-reliant upon graduation as well as promote Business Education programme. Use of modern technologies in business education pedagogy has numerous benefits which include imparting of modern global knowledge and skills for the development of responsible and productive citizens. It also aid in reduction of business educator's workhand in terms of monitoring and evaluation of students. Generally, use of modern technologies in business education pedagogy ensures value gained and improved human capital development through exposure of learners to modern instructional facilities for favourable global competitiveness after graduation.

Unfortunately, it has been observed that, despite the numerous benefits of modern technologies in education, Business Education lecturers avoid the use of modern technologies in Business Education pedagogy which has led to students' poor technological skills acquisition as well as poor performance in workplaces and businesses. In support of this, Amaewhule in Oyeyemi and Oyeyemi (2021) opined that Nigerian Schools have done a poor job of equipping students for employability in the world of work and business.

In the quest of repositioning Business Education for favourable global competitiveness, Business Education stakeholders have introduced the use of modern technologies in Business Education pedagogy and provided some these technologies. Also, Educational technocrats have tried to integrate modern Information Communication Technology (ICT) into the educational system to improve the instructional strategies and learning activities. Yet, Business Educators have not implemented the use of modern technologies in Business Education pedagogy especially in the south-South geo-political zone in Nigeria. This indicates that there are factors that mitigate the use of modern technologies in Business Education pedagogy which prompted the researcher to investigate SCHOOL constraints andmodern instructional technologies in business education in public universities in south-south geo-political zone, Nigeria.

Purpose of the study

The main purpose of the study is to identify the school constraints and modern instructional technologies in business education in public universities in south-south geo-political zone of Nigeria.

Specifically, the study will identify:

1. Technology related constraints and modern instructional technologies in Business Education.
2. Finance related constraints and modern instructional technologies in Business Education.
3. Curriculum related constraints and modern instructional technologies in Business Education.

Research questions

The following research questions have been formulated based on the purpose of study to guide the study**:**

1. What are the finance related constraints and modern instructional technologies in Business Education?

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2. What are the technology related constraints and modern instructional technologies in Business Education?
3. What are the curriculum related constraints and modern instructional technologies in Business Education?

Research Hypotheses

$H0_1$: There is no significant different in the mean ratings of the finance related constraints and modern instructional technologies in business education based on ownership (Federal / State).

$H0_2$: There is no significant difference in the mean ratings of technology related constraints on the use of modern instructional technologies in business education based on location (urban and rural)

H03: There is no significant difference in the mean ratings of curriculum related constraints on the use of modern instructional technologies in business education based on gender (male and female).

Research Methodology

The design for the study was descriptive survey design. The descriptive survey research design is one in which a group of people (respondents) is studied by collecting data and analyzing data from the segment of the population believed to possess the characteristics of the population (Anikwe, 2011). The study area was South-South geo-political zone of Nigeria. The study covered all the public Universities within the South-South zone of Nigeria who offer Business Education. The population of the study comprised of all the Business Educators in the public Universities in the South-South zone which consist of one hundred and ten (110) male and one hundred and twenty-two (122) female, given a total two hundred and thirty- two (232) Business Educators. The entire population was studied, since the population size was small. The instrument for data collection was a structured questionnaire titled: "SCHOOL Constraints andModern Instructional Technologies in Business Education Questionnaire (PCUMITBEQ)". The instrument was made up of two parts, part A and part B. Part A was designed to elicit personal data of the respondents while part B was designed to elicit data from the respondents based on each of the research questions. Part B was divided into three sections (sections A,B and C). Section A contains questions on finance related constraints with 10 items, section B contains statements on technology related constraints with 10 items and section C contains statements on curriculum related constraints with 6 items. These gave a total of 26 items in part B, and response pattern was designed to reflect a four point rating scale thus: Strongly Agree (SA) - 4 points, Agree (A) - 3 points, Disagree (D) - 2 points, Strongly Disagree (SD) -1 point. In order to ascertain the validity of the instrument, the instrument was subjected to validation using three experts – two in the field of Business Education and one in the field of Measurement and Evaluation, Science Education Department, from University of Calabar and Ebonyi State University, Abakaliki. The validated instrument was further subjected to a reliability test. To ascertain this, 20 copies of the instrument were administered to 20 (twenty) lecturers in Abia State University, Abakaliki, and Nnamdi Azikiwe University Akwa. These universities were selected because they have common boundaries with the study area, so the researcher felt that what is affecting the study area may affect its neighbouring universities. Their responses were subjected to a reliability statistical computation using the Cronbach Alpha reliability tool. The items of the instrument yielded an average reliability alpha index of 0.85. The instrument was then administered to population but out of 232 questionnaires printed, only 225 questionnaires were successfully administered and

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retrieved. The data collected were analyzed. The mean and standard deviation were used to answer the research questions. A cut-off score of 2.5 was used as a benchmark for Agree or Disagree of each of the item statement as a constraint. The implication, therefore, was that each item of the instrument with a mean of 2.5 and above was regarded as one of the SCHOOL constraints and modern instructional technologies in Business Education in public Universities in South-South Geopolitical Zone, Nigeria. On the other hand, items with mean values less than 2.5 were regarded as not school constraints. To test the hypothesis, independent T-test statistical tool was used at 0.05 level of significance.

Result of the Findings

Research Question 1: *What are the finance related constraints and modern instructional technologies in Business Education*?

Data collected with items 1 to 10 of the instrument were used to answer this research question. Summary of results is presented on Table1

Table1: *mean ratings of finance related constraints and modern instructional technologies in Business Education*

SN	Finance Related Constraints.	Mean	SD	RMKS
1	Poor financial capacity of the University	3.40	0.73	A
2	High cost of provision of alternative power supply.	3.27	0.71	A
3	High rate of data subscriptions.	3.37	0.76	A
4	High cost of modern instructional technologies.	3.32	0.67	A
5	Government poor allocation of financial resources to business education.	3.51	0.74	A
6	Lack of internally generated revenue (IGR).	3.42	0.71	A
7	Poor financial management.	3.40	0.74	A
8	High cost of maintenance of available modern technologies.	3.31	0.79	A
9	Lack of sponsors of Business Education programme.	3.15	0.89	A
10	Inadequate funding of Business Education programme.	3.29	0.80	A

Note: SD=Standard Deviation, A= Agreed.

As shown on Table1 finance related constraints yielded a mean of not less than 3.15 in all the items identified indicating that the respondents agreed to all the items are finance related school constraints to the use of modern instructional technologies in Business Education. The standard deviation of the ten items ranges from 0.67 to 0.89 indicating that the responses of the respondents are in close range.

Research Question 2

What are the technology related constraints and modern instructional technologies in Business Education?

Data collected with items 11 to 20 of the instrument were used to answer this research question. Summary of results is presented on Table 2

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Table 2: *Mean ratings of technology related constraints and modern instructional technologies in Business Education*

	Technology Related Constraints	Mean	SD	Rmks
11	Poor internet network services.	3.56	0.70	A
12	Unreliable nature of most technology.	3.32	0.74	A
13	Insufficient internet connectivity.	3.28	0.88	A
14	Lack of technicians and technocrats for installation and maintenance of technological system.	3.34	0.73	A
15	Inability to produce relevant software suitable for Nigerian educational system.	3.25	0.74	A
16	Limited access to internet in remote areas of the country.	3.25	0.81	A
17	Poor maintenance of available technological facilities.	3.45	0.71	A
18	Poor power supply in Schools.	3.35	0.68	A
19	Fluctuation of internet network.	3.45	0.58	A
20	Low quality of available technologies.	3.20	0.89	A

Note: SD=Standard Deviation, A= Agreed

As shown on Table2 technology related constraints yielded a mean of not less than 3.20 in all the items identified indicating that the respondents agreed to all the items are technology related SCHOOL constraints to the use of modern instructional technologies in Business Education. The standard deviation of the ten items ranges from 0.68 to 0.89 indicating that the responses of the respondents are close to each other.

Research Question 3

What are the curriculum related constraints and modern instructional technologies in Business Education?

Data collected with items 21 to 26 of the instrument were used to answer this research question.

Summary of results is presented on Table3

Table 3: *Mean ratings of curriculum related constraints andmodern instructional technologies in Business Education*

S/N	Curriculum Related Constraints	Mean	SD	Rmks
21	Non-involvement of technocrat and technicians in curriculum designing	3.30	0.73	A
22	Inadequate time allotment for practical lessons.	3.34	0.75	A
23	Irregular curriculum content update.	3.38	0.75	A
24	Business Education curriculum is void of emerging technological skills	3.36	0.68	A
25	Lack of balanced business education curriculum.	3.15	0.87	A
26	Current business education curriculum does not incorporate modern technologies.	3.37	0.73	A

Note: SD=Standard Deviation, A= Agreed

As shown on Table 3 curriculum related constraints yielded a mean of not less than 3.15 in all the items identified indicating that the respondents agreed to all the items are curriculum related SCHOOL constraints to the use of modern instructional technologies in Business Education. The standard deviation of the twelve items

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ranges from 0.68 to 0.89 indicating that the responses of the respondents are close to each other showing that the respondents were in agreement to the identified items.

H0$_1$: *There is no significant different in the mean ratings of the finance related constraints andmodern instructional technology in business education based on ownership (Federal / State).*

Data collected on finance related constraints were separated across institution ownership and subjected to a t-test of difference between means of independent samples. Summary of the data analysis is presented on Table4

Table4*: t-test of difference in the mean ratings of the finance related constraints andmodern instructional technology in business education based on ownership (Federal / State)*. Federal =103, State= 122.

SN	Finance Related Constraints.	Category	Mean	SD	t.Cal	t.crit	Decision
1	Poor financial capacity of the University	Federal	3.25	0.85	2.74	1.96	Significant
		State	3.54	0.59			
2	High cost of provision of alternative power supply.	Federal	3.36	0.80	1.76	1.96	Not
		State	3.19	0.62			Significant
3	High rate of data subscriptions.	Federal	3.27	0.88	1.73	1.96	Not
		State	3.45	0.63			Significant
4	High cost of modern instructional technologies.	Federal	3.33	0.75	0.20	1.96	Not
		State	3.31	0.60			Significant
5	Government poor allocation of financial resources to business education.	Federal	3.33	0.90	0.38	1.96	Not
		State	3.37	0.58			Significant
6	Lack of internally generated revenue (IGR).	Federal	3.35	0.86	1.37	1.96	Not
		State	3.48	0.55			Significant
7	Poor financial management.	Federal	3.44	0.84	0.67	1.96	Not
		State	3.37	0.66			Significant
8	High cost of maintenance of available modern technologies.	Federal	3.20	0.90	1.85	1.96	Not
		State	3.40	0.66			Significant
9	Lack of sponsors of Business Education programme.	Federal	2.99	1.08	2.42	1.96	Significant
		State	3.29	0.67			
10	Inadequate funding of Business Education programme.	Federal	3.17	0.88	2.20	1.96	Significant
		State	3.40	0.71			

Summary of result on Table 4 indicate that seven out of ten items have their t-calculated values ranging from 0.20 to 1.85 which are less than the t-critical value of 1.96 at 0.05 level of significance indicating non-significant difference between federal and state owned universities respondents on finance related SCHOOL constraints andmodern instructional technologies in business education. While three items (37, 45 and 46) only have

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their t-calculated value ranging from 2.20 to 2.74 which are above the t-critical value of 1.96 at 0.05 level of significance indicating that there is a significant difference between federal and state owned universities respondents on finance related SCHOOL constraints andmodern instructional technologies in business education.

$H0_2$: *There is no significant difference in the mean ratings of technology related constraints on the use of modern instructional technology in business education based on location (urban and rural).*

Data collected on technology related constraints were separated across institution location and subjected to a t-test of difference between means of independent samples. Summary of the data analysis is presented on Table5.

Table5: *t-test of difference in the mean ratings of technology related constraints on the use of modern instructional technology in business education based on location (urban and rural), Urban=165, Rural =60.*

	Technology Related Constraints	Category	Mean	SD	t.Cal	t.crit	Decision
11	Poor internet network services.	Rural	3.37	0.70	0.50	1.96	Not
		Urban	3.32	0.70			significant
12	Unreliability nature of most technology.	Rural	3.30	0.78	0.62	1.96	Not
		Urban	3.37	0.64			significant
13	Insufficient internet connectivity.	Rural	3.25	0.93	1.01	1.96	Not
		Urban	3.37	0.71			significant
14	Lack of technicians and technocrats for installation and maintenance of technological system.	Rural	3.32	0.77	0.62	1.96	Not
		Urban	3.38	0.61			significant
15	Inability to produce relevant software suitable for Nigerian educational system.	Rural	3.26	0.77	0.26	1.96	Not
		Urban	3.23	0.65			significant
16	Limited access to internet in remote areas of the country.	Rural	3.23	0.88	0.46	1.96	Not
		Urban	3.28	0.59			significant
17	Poor maintenance of available technological facilities.	Rural	3.45	0.78	0.20	1.96	Not
		Urban	3.47	0.50			significant
18	Poor power supply in Schools.	Rural	3.32	0.71	1.25	1.96	Not
		Urban	3.43	0.59			significant
19	Fluctuation of internet network.	Rural	3.46	0.61	0.55	1.96	Not
		Urban	3.42	0.50			significant
20	Low quality of available technologies.	Rural	3.11	0.94	2.88	1.96	significant
		Urban	3.45	0.70			

Summary of result on Table 5 indicate that nine out of ten items have their calculated values ranging from 0.20 to 1.25 which are less than the critical value of 1.96 at 0.05 level of significance indicating non-significant difference

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between urban and rural universities respondents on technology related SCHOOL constraints andmodern instructional technologies in business education. While item 56 only has their calculated value ranging from 2.88 which is above the critical value of 1.96 at 0.05 level of significance indicating that there is a significant difference between urban and rural universities respondents on technology related SCHOOL constraints andmodern instructional technologies in business education.

$H0_3$: *There is no significant difference in the mean ratings of curriculum related constraints on the use of modern instructional technology in business education based on gender*.

Data collected on curriculum related constraints were separated across gender and subjected to a t-test of difference between means of independent samples. Summary of the data analysis is presented on Table6

Table6*: t-test of difference in the mean ratings of curriculum related constraints on the use of modern instructional technology in business education based on gender. (Male=105, Female=120)*

S/N	Curriculum Related Constraints	Category	Mean	SD	t.Cal	t.crit	Decision
21	Non-involvement of technocrat and technicians in curriculum designing	Male	3.13	0.81	3.17	1.96	Significant
		Female	3.44	0.62			
22	Inadequate time allotment for practical lessons.	Male	3.24	0.83	1.86	1.96	Not
		Female	3.43	0.66			Significant
23	Irregular curriculum content update.	Male	3.29	0.74	1.73	1.96	Not
		Female	3.46	0.76			Significant
24	Business Education curriculum is void of emerging technological skills	Male	3.20	0.74	3.45	1.96	
		Female	3.51	0.58			Significant
25	Lack of balanced business education curriculum.	Male	2.96	0.80	3.07	1.96	significant
		Female	3.31	0.90			
26	Current business education curriculum does not incorporate modern technologies.	Male	3.22	0.86	2.93	1.96	significant
		Female	3.51	0.58			

Summary of result on Table 6 indicate that two out of six items have their calculated values of 1.86 and 1.73 which are less than the critical value of 1.96 at 0.05 level of significance indicating non-significant difference between male and female respondents on curriculum related SCHOOL constraints and modern instructional technologies in business education. While four items have their calculated value ranging from 2.93 to 3.45 which are above the critical value of 1.96 indicating that there is a significant difference between male and female respondents on curriculum related SCHOOL constraints and modern instructional technologies in business education.

Discussion of the Findings

Finance Related SCHOOL Constraints And Modern Instructional Technologies In Business Education.

The findings of this in respect to the first research question identified finance Related SCHOOL Constraints

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And Modern Instructional Technologies In Business Education in South-South geo-political zone, Nigeria. They include poor financial capacity of the university, high cost of provision of alternative power supply, high rate of data subscriptions, high cost of modern instructional technologies, government poor allocation of financial resources to business education, lack of internally generated revenue (IGR), poor financial management, high cost of maintenance of available modern technologies, lack of sponsors of business education programme and inadequate funding of business education programme. The findings of this study on finance related SCHOOL constraints is in line with Oyeyemi and Oyeyemi (2021) who posited that inadequate funding for provision of modern technologies constraints the practice of Business Education. The findings of the study is in consonance with Elemure and Elemure (2016) who listed the major obstacles to business education content delivery as Poor funding of business education, inadequate technological orientation, government as the sole financier, diversion and misappropriation of funds, inadequate records of materials and facilities allocated for the business education programme.

The hypothesis inferred that no significant ($p<0.05$) difference exist in the opinions of federal and state universities Business Educators on the findings with respect to the finance related SCHOOL constraints and modern instructional technologies in business education. Therefore the null hypothesis which stated that there is no significant difference between federal and state universities Business Educators on finance related SCHOOL constraints and modern instructional technologies in business education is retained. The finding is in line with Umeano and Ifi (2019) who studied the Extent Of Integration Challenges Of New Technologies In Teaching Business Education Courses In Tertiary Institutions and identified that the mean responses of business educators in federal and state owned tertiary institutions do not significantly differ on the extent financial constraints affect integrating of new technologies in teaching business education courses in North-East, Nigeria. This is in consonance with Ezeabii and Okonkwo (2019) and Inije, Utoware and Kren-Ikidi (2013) who observed that there is no significant difference in the mean responses of business education lecturers in federal and state colleges of education in Delta State on the constraints to effective utilization of e-learning technologies in business education instructional delivery.

Technology Related SCHOOL Constraints And Modern Instructional Technologies In Business Education.

The findings of this study in respect to the second research question identified technology related SCHOOL constraints and modern instructional technologies in Business Education in south-south geo-political zone, Nigeria are as follows: poor internet network services, unreliability nature of most technology, insufficient internet connectivity, lack of technicians and technocrats for installation and maintenance of technological system, inability to produce relevant software suitable for Nigerian educational system, limited access to internet in remote areas of the country, poor maintenance of available technological facilities, poor power supply in Schools, fluctuation of internet network and low quality of available technologies. This is in line with Amesi and Allison (2019) who identified technical challenges to the use of modern technologies as unavailability of power supply, dearth of machine/equipment, lack of facilities maintenance. The finding is supported by Otum and Akerele (2019) who revealed that inadequate provision of modern technologies, and irregular power supply mitigate the proper implementation of the Business Education

curriculum. This is also supported by Fredrick (2015) who identified inappropriate maintenance, no stable internet provider to support easy and fast learning and teaching as some of the challenges of E-learning in Nigeria Universities. The finding of this study is in agreement with Buabeng-Andoh (2012) and Rakshit and Sharma (2015) identified that absence of ICT infrastructure, old or poorly maintained hardware, lack of suitable educational software and limited access to ICT are the major challenges facing the utilization of modern technologies.

The finding on the hypothesis tested showed a significant ($p<0.05$) difference in the mean ratings of students related constraints and modern instructional technologies in Business Education in public Universities based on location (Urban and Rural). The finding is supported by Obinna (2019), who studied Utilization of E-learning Facilities in Business Education in Cross River State, Nigeria: Challenges and way forward and found out that location of the institution has no significant difference in the responses of the lecturers.

The hypothesis inferred that there is no significant ($p<0.05$) difference in the opinions of urban and rural universities respondents on the findings with respect to the technology Related SCHOOL Constraints And Modern Instructional Technologies In Business Education. Therefore the null hypothesis which stated that there is no significant difference between urban and rural universities respondents on technology Related SCHOOL Constraints And Modern Instructional Technologies In Business Education is accepted.

Curriculum Related SCHOOL Constraints And Modern Instructional Technologies In Business Education.

The findings of this study in respect to the third research question revealed curriculum related SCHOOL constraints and modern instructional technologies in Business Education in south-south geo-political zone, Nigeria to include: Non-involvement of technocrats and technicians in curriculum designing, Inadequate time allotment for practical lessons, Irregular curriculum content update, Business Education curriculum is void of emerging technological skills, Lack of balanced business education curriculum and Current business education curriculum does not incorporate modern technologies. This is supported by Oyeyemi and Oyeyemi (2021) who studied SCHOOL Constraints in Business Education Practice in Universities in Rivers State, Nigeria and revealed that the SCHOOL constraints facing educators relative to the curriculum include: curriculum content overload, and inadequate teaching time and paucity of facility to implement the curriculum.

The study, in testing the hypothesis responses of male and female respondents on Curriculum Related SCHOOL Constraints and Modern Instructional Technologies in Business Education, established that there is no significant difference between male and female Business educators on curriculum related SCHOOL constraints. This position agrees with the finding of Otum and Akerele (2019) and that of Nwokocha (2015) who revealed that there is no significant difference in the mean rating of male and female respondent on challenges of integrating new technologies in Business Education service delivery.

The hypothesis inferred that a significant ($p<0.05$) difference exist in the opinions of male and female Business Educators on the findings with respect to the curriculum Related SCHOOL Constraints AndModern Instructional Technologies In Business Education. Therefore the null hypothesis which stated that there is no significant difference between male and female respondents on curriculum Related SCHOOL Constraints AndModern Instructional Technologies In Business Education is rejected.

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Conclusion

The findings of this study revealed that finance related constraints to the use of modern instructional technologies in Business Education pedagogy include poor financial capacity of the university, high cost of provision of alternative power supply, high rate of data subscriptions, high cost of modern instructional technologies, government poor allocation of financial resources to business education, lack of Internally Generated Revenue (IGR), and poor financial management.

On technology related constraints, successful use of modern technologies in business education pedagogy is hindered by a number of factors including poor internet network services, insufficient internet connectivity, inability to produce relevant software suitable for Nigerian educational system, limited access to internet in remote areas of the country and poor maintenance of available technological facilities, poor power supply in Schools.

Finally, curriculum related SCHOOL constraints and modern instructional technologies in Business Education include non-involvement of technocrat and technicians in curriculum designing, inadequate time allotment for practical lessons, irregular curriculum content update, lack of balanced business education curriculum and current business education curriculum does not incorporate modern technologies.

Recommendations

Based on the findings, the following recommendations were made for effective use of modern technologies:

1. Business education funding by government should be separated from other vocational and technical education fund.
2. There should be internet connectivity in every part of the university's environment as well as adequate suitable technologies and uninterrupted power supply.
3. There should be regular Business Education curriculum review which should involve technocrats and technician for effective incorporation of modern instructional technologies.

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