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ASSESSMENT OF AVAILABILITY OF NEW TECHNOLOGIES IN DELIVERY BUSINESS EDUCATION CONTENT IN TERTIARY INSTITUTIONS IN CROSS RIVER STATE

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Abstract: *The study was aimed at examining assessment of availability new technologies in delivery business education content in tertiary institutions in Cross River State. Descriptive survey design was adopted for the study. The researchers adopted a census sampling technique since all the respondents in the study were used for the study. A total of 92 Business Educators were selected from four tertiary institutions such as university of Calabar, Calabar, Cross River University of Technology, Calabar, College of Education Akmapka and Federal College of Education Obudu. A checklist titled Assessment of New Technology Scale (ANTS) was used for data collection. The instrument was validated by experts in Business Education and Measurement and Evaluation and the data were collected by the researchers. The data were analyzed using descriptive statistics (Simple percentages, bar graphs and means score) and the result concluded that new technologies for the delivery of business education content in tertiary institutions in Cross River State are inadequate. Based on this, it was recommended among others things that administrators of tertiary institutions should ensure that these new technologies are provided to aid in effective delivery of business education content in line with the emerging trends in the global market and that the Heads of department should ensure teachers utilize various new technologies that can facilitate acquisition of globally recognized skills among students.*

Keywords: Assessment, Availability, New Technologies, Delivery, and Content

Introduction

Technology is a body of knowledge devoted to creating tools, processing actions and the extracting of materials. The term technology is wide, and everyone has their way of understanding its meaning. Amesi and Akpomi (2012) said that technology can be used to accomplish various tasks in our daily lives, in brief; technology can be describe as products and processes used to simplify our daily lives. Technology can used to extend our abilities, making people the most crucial part of any technological system. Technology is also an application of science used to solve problems. But it is vital to know that technology and science are different subjects which work hand-in-hand to accomplish specific tasks or solve problems. Kojobala (2004) affirmed that technology can be apply in almost everything we do in our daily lives especially in delivery business education content especially in the 21st century classroom setting; we use technology at work, we use technology for communication, transportation, learning, manufacturing, securing data, scaling business and so much more. Technology is human knowledge which involves tools, materials, and systems. The application of technology typically results in products. If technology is well applied, it benefits humans, but the opposite is true, if used for malicious reasons (Odoko and Ademn 2010).

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Technology keeps on advancing and it is becoming very essential in our lives, everyday people use technology to improve on the way they accomplish specific tasks especially in business education and this is making them look smarter. Technology is being used in many ways to simplify every aspect of our lives. Technology is being used in various sectors. For example, we use technology in education to improve on the way we learn, we use technology in business to gain competitive advantage and to improve on customer care services and relationships, technology can be used in .griculture to improve on agricultural outputs and to save time (Kojobala, 2004),

Technology can be used in classroom to improve the students learn and to make the teachers job easier, technology is also used in health care to reduce on mortality rate, we use technology for transportation as a way of saving time, we use technology in communication to speed the flow of information, technology is being used for home entertainment, we use technology at the workplace to spend less time working and to increase productivity (Churwurah and Atah, 2019).

According encyclopedia Dictionary of Sociology (1998) new technology are set of productive techniques which offers a significant improvement (whether measured in terms of increased output or savings in costs) over the established technology for a given process in a specific historical context. Defined thus, what is seen as new' is obviously subject to continual redefinition, as successive changes in technology are undertaken.

Ile, Udegbunam, and Odimmega in Bessong, Ititim and Atah (2019) stated that technology has become an integral part of the instructional process resulting in the development of new concepts in the logistics of instruction. The use of Information Communication Technology (ICT) gadgets and machines has made teaching and learning a bit easier, concrete, real and more result-oriented. Since the introduction of ICT, there has been a growing concern for the use of new technologies. Technology is defined by Redmann and Kotrlik (2008) as the making, modification, usage, and knowledge of tools, machines, techniques, crafts, systems and methods of organization in order to solve a problem, improve a pre-existing solution to a problem, achieve a goal, handle an applied input or output relation or perform a specific function. Technology is ubiquitous, touching almost every part of our lives, our communities, our homes. Yet most schools lag far behind when it comes to integrating technology into classroom learning. Many are just beginning to explore the true potentials technology offers for teaching and learning. When properly used, technology will help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy. Thus, technologies are applied in classroom situation to enhance teaching and learning processes.

Ekpenyong (2004) asserted that old technologies used in teaching have their origin from Paul Frefor banking of knowledge. At the period when educators were seen as the custodians and distributors of knowledge, whatever, the educators said were right and students must follow strictly all the dictates of the teachers. Ekpenyong (2004) condemned these old technologies applied in teaching as it was characterized by fatigue, poor relationship between students and teachers, low motivation for learning, teacher-centered and low retention of knowledge. Therefore, a business educator who has not been trained in the new technologies cannot be effective, efficient or able to deliver the knowledge and skills required by the students to succeed in a new work environment that is increasingly ICT based. It is in keeping with the dynamics of social change and the demands on education that the federal government of Nigeria (FRN, 2004) came up with some policy innovations and changes, one of which was the introduction of

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information and communications technology (ICT) into the school system.

Interestingly, business education as a component of vocational and technical education programme, prepares individuals for careers in business and to be an intelligent economic consumers of goods and services (Ugwoke, 2011). Therefore, for the 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.

New technologies in delivery business education business contents according to Ezenwafor (2012) include but not limited to the following: Using broadcast materials or CD-Rom for information collection and storage; Using micro-computers with soft-ware applications to write or produce documents, Skillful keyboarding, E-mail and Messaging, Internet browsing using search engines, windows messenger, yahoo chat room and so on, Using opaque projectors, slide projectors and multimedia projectors, Utilizing e-banking, e-commerce, e-economies, and so on and Utilizing different computer software, and applications such as word processors, spreadsheets, power-point, desktop publishing, and graphics among others.

Notably, Osuala (2009) in Atah, Ukah and Ititim enumerate others technological devices available for teaching and learning include but not limited to media typewriter or processor, video tape recorder, sound on pepper system, e-commerce, advanced calculators, dial access system, digital library, individual audio application and audio-visual retrieval system. Although these technologies are not new in many advanced countries, they are relatively new in Nigeria. While some of them are already being utilized in some schools, they are yet to be used in many of Nigeria's educational institutions.

Technologies in business education programme, according to Achugbue (2011) have posed many challenges to business educators in Nigeria. He further opined that business education in colleges of education would achieve the goals of teaching if such modern technological teaching aids like computers, electric typewriters, television sets, projectors, internet facilities, among others are adequately provided and utilized. Many colleges of education do not give adequate priority and attention to the acquisition and utilization of new instructional technologies needed for teaching and learning. The dearth of these facilities makes it difficult to teach and prepare business education students for the use of new technologies now and in future world of work.

However, Reigebuth and Joseph (2002) saw new technology integration as focusing on "how" to use technology to support the way teachers' delivery business education content in various institutions in Nigeria universities. New technologies enhance the use of modern instructional mode of teaching and learning in tertiary institutions to meet the demands of the current trends in academics environment. Integrating technology into classroom instruction means more than teaching basic computer skills and software programs in a separate computer class. Effective technology integration must happen across the curriculum in ways that deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricula goals. Technology also changes the way teachers teach, offering educators' effective ways to reach different types of learners and assess students' understanding through multiple means. It also enhances the relationship between teachers and students. When

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technology is effectively integrated into subject areas, teachers become advisers, content experts, and coaches. Technology helps to make teaching and learning more meaningful and fun.

Obviously, despite increasingly widespread adoption of technologies in virtually every aspect of education, significant challenges are preventing widespread affective implementation. Nagel (2013), observed that key among all the challenges is the lack of sustainable professional development for business educators who are required to integrate the new technologies into classroom practices.

Purpose of the study

The main purpose of this study was to ascertain the impact of new technologies in delivery Business Education Content in tertiary institutions in Cross River State. Specifically, the study seeks to:

1. Ascertain the availability of new technologies in delivery Business Education Content in tertiary institutions in Cross River State.
2. Find out the ways of improving the use of new technology in delivery Business Education Content in tertiary institutions in Cross River State.

Research questions

The following research questions were raise to guide the study:

1. What new technologies available for delivery of business education content in tertiary institutions in Cross River State?
2. What ways can the use of new technologies improved the delivery of business education content in tertiary institutions in Cross River State?

Research hypothesis

The following null hypotheses were tested at 0.05 level of significant

1. There is no significant difference in the mean responses of new technologies available for delivery business education content in tertiary institutions in Cross River State.
2. There is no significant difference in the mean responses of ways new technologies improved the delivery of business education content in tertiary institutions in Cross River State.

Methodology

Descriptive survey design was adopted for the study. The researchers adopted a census sampling technique since all the respondents in the study were used for the study. A total of 92 Business Educators were selected from four tertiary institutions such as university of Calabar, Cross River University of Technology Calabar, College of Education Akmapka and Federal College of Education Obudu. A checklist titled "Assessment of New Technology Scale" (ANTS) was used for data collection. The instrument was validated by experts in Business Education and Measurement and Evaluation and the data were collected by the researchers. The data were analyzed using descriptive statistics (Simple percentages, bar graphs and means score) and the result is presented appropriately.

Presentation of result

Research Question I

What new technologies available for the delivery of business education content in tertiary institutions in Cross River State?

To answer this research question, simple percentages were used and the result in Table 1 showed that respondents indicate the availability and non-availability of those facilities as highlighted above. The result showed that only internet with a percentage value of 58.69, laptops with a percentage value of 84.78 and e-mail facilities with a percentage value of 94.56 are available. All other new technologies were found not to be available. This is expressed in there percentage figures as shown in the table. The result is presented in the Fig 1.

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Table 1

Percentage scores on the availability of new technologies for teaching and learning business education programmes.

S/N	Items	Available		Not Available	
		Frequency	(%)	Frequency	(%)
1	Mobile internet service	54	58.69	38	41.30
2	Portable media player	32	34.78	60	65.21
3	Projector	35	38.04	57	61.95
4	Pocket WIFI	12	13.04	80	86.96
5	Video tape recorder	24	26.08	68	73.91
6	Live scribe 2GB Echo smart pen	12	13.04	80	86.96
7	E-banking Facilities	45	48.91	47	51.08
8	Fidelity Bluetooth	8	8.69	84	91.30
9	Public address system	24	26.08	68	73.91
10	Audio tape recorder	23	25.0	67	75.0
11	lab tops computer	78	84.78	14	15.22
12	Youtube	24	26.08	68	73.91
13	Evernote	09	9.76	83	90.22
14	Markup	18	19.57	74	80.43
15	E-mail facilities	87	94.56	5	5.64

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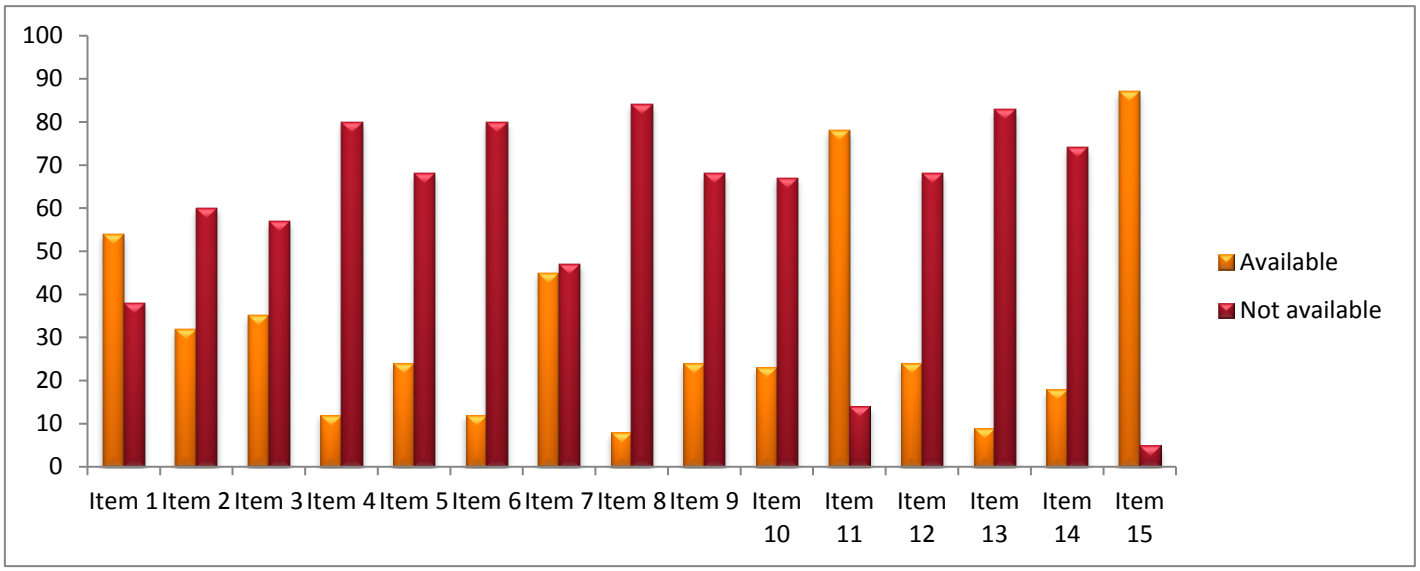

Fig. 1 Bar Graph showing the responses of respondent to avaialablity and non availability of new technologies for teaching Business Education content Tertiary institutions in Cross River State.

Research Question 2

What ways can the use of new technologies improved the delivery of business education content in Universities in Cross River State. To answer this research question, mean score differences and standard deviations were used and the result as presented in Table 2 showed that the sample mean is greater than the criterion mean of 2.5. This implies that the respondents all agreed to the highlighted ways as means of improving the use of new technologies in teaching business education content.

Table 2

Mean Score and Standard deviation of respondents' on the ways of improving the use of new technologies in the delivery of business education content in Universities in Cross River State

S/N	Ways of improving the use of new technologies	Mean	SD	Remark
1	Provision of in-service training among the staff	2.54	1.54	Appropriate
2	Provision of internet facilities	2.98	1.32	Appropriate
3	Provision of electricity	3.00	1.01	Appropriate
4	Provision of workshop/seminar how to use new technologies	3.11	1.11	Appropriate
5	Adequate provision of new technologies for business education	2.76	1.43	Appropriate
6	Employment of business educators should be based on demonstrable competencies in new technologies	2.82	1.22	Appropriate

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7	The new technologies users should demonstrate the needed competencies	2.54	2.56	Appropriate

Discussion of findings

Research question one was aimed at examining new technologies available for delivery of business education content in tertiary institutions in Cross River State. The result showed that only internet with a percentage value of 58.69, laptops with a percentage value of 84.78 and e-mail facilities with a percentage value of 94.56 are available. All other new technologies were found not to be available. This could be due to the fact that many institutions have not yet seen the need to incorporate these facilities in the academic programmes. They believe that it can be assessed by students and staff at their convenience but yet fail to make it as a sine qua non in the school system. This is why in most laboratories and libraries of business education department, these facilities are bereft or lacking and it tends to impede students acquisition of ICT skills that will help them in the labour market.

The findings of the study were in line with the assertion of Ekpenyong (2004) that condemned these old technologies applied in teaching as it was characterized by fatigue, poor relationship between students and teachers, low motivation for learning, teacher-centered and low retention of knowledge. Therefore, a business educator who has not been trained in the new technologies cannot be effective, efficient or able to deliver the knowledge and skills required by the students to succeed in a new work environment that is increasingly ICT based

Research question two that sought to identify ways can the use of new technologies improved the delivery of business education content in Universities in Cross River State found that respondents agreed that provision of electricity, internet and computers among others are appropriate ways of using new technologies to improve the delivery of business education content. The findings could be due to the fact that given the relevance of business education in the emerging economy of the time, students and staff needs to be effective in the use of these facilities in order to meet with global demands.

Conclusion

Based on the findings of the study, it was concluded that new technologies for the delivery of business education content in tertiary institutions in Cross River State are inadequate. There is an urgent need for new technologies to be procured in all tertiary institutions to enhance the effective delivery of business education content.

Recommendations

It was recommended among other things that;

1. Administrators of tertiary institutions should ensure that these new technologies are provided to aid in effective delivery of business education content in line with the emerging trends in the global market

2. Heads of department should ensure that teachers utilize various new technologies that can facilitate acquisition of globally recognized skills among students.

3. The resource persons should be trained to ensure the adequate usages of the new technologies provided by the institutions.

4. The new technologies provided should be kept in a safety environment.

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