

CHALLENGES FACING THE USE OF INFORMATION COMMUNICATION TECHNOLOGY (ICT) IN TEACHING AND LEARNING OF BUSINESS EDUCATION PROGRAMME

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Abstract

This study aimed at examining the challenges facing the use of Information and Communication Technology (ICT) in college of Education in Anambra state. Three objectives, research questions and one hypothesis guided the study. Seventy full time business educators from Anambra State college of Education responded to the questionnaire items. Data collected were analyzed using mean and standard deviation estimates, while Z-test was used in testing the only hypothesis raised for the study. The findings of the study revealed that these colleges of education in Anambra State greatly value the roles of ICT facilities in discharging their academic duties. Hence ICT facilities usage assists in the development of life and work place skills of an individual in the work environment. The Z-test analysis revealed no significant difference between the responses of business educators in the two colleges of education. Based on the findings, the researcher suggested strategies that could help to enhance the use of ICT in teaching and learning of business education courses which includes; adequate resources from the government, adequate power supply, proper maintenance of the equipment, adequate qualified ICT educators among others.

The role of Technology in teaching and learning is rapidly becoming one of the most important and widely discussed issues in contemporary education policy (Thierer, 2000). Most experts in the field of education agreed that, when properly information and communication technology hold great promises to improve teaching and learning in addition to shaping workforce opportunities. The high rate of development in the field of information and communication technology (ICT) has tremendously and positively impacted in almost all the endeavors of men. The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning and research (Yusuf, 2005). A great deal of research has proven the benefits to the quality of education (AL - Ansari, 2006)j ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthen teaching and helping schools change. (Davis & Tearce 1999; Lemke & Coughln, 1998; cited by Yusuf, 2005).

Information and Communication Technology (ICT) according to Uekpa (2010) has contracted the world into a global village and has been recognized and accepted as a vital tool for solving communication problem. In this 21^s century age of information, the communication of knowledge elevates men from the position of ignorance to that of awareness, from that of passivity to that of action (Onwubiko, 1999). Information and Communication Technology is a term that encompasses all forms of technology. ICT are technological tools, resources used to communicate, create, organize, disseminate, store, retrieve and manage information (Obi, 2002) Eze and Okoye, (2008) reveal that ICT can be used to create a variety of external conditions that are conducive to learning and retention.

Information; Communication and Technology (ICT) has imposed a lot of challenges especially in the area of utilizing the ICT facilities in the teaching and learning of business education programme. This problem is not only peculiar to Nigeria environment but also to all other nations. Achugbue (2011) in Utoware and Nosakhare (2012) opined that many countries all over the nations are facing similar challenges in implementing ICT in their educational system. These problems on the other hand is not however affecting our tertiary institutions alone, as no individual, institution or government can acquire resources to her satisfactory level. Even where the institutions acquired these ICT facilities, the effective utilization and realization of its educational values were not assured. Therefore, the effective utilization of ICT in the teaching and learning of business education courses is however beyond the acquisition of resources such as adequate curriculum, instructional strategies, teacher's competencies and even the invitation

of the experts from our industrial sectors to make the products of the programme achieve the relevant skills needed in the business market.

Theoretical Framework

This study was anchored on two theories developed by Skinner 1938 and Seymour 1980. Operant conditioning by B.F Skinner in 1938 states that an individual learns better if the environment is controlled by a reinforcing stimulus that will strengthen behavior such as readiness to learn, teaching styles etc. Therefore the use of Information and Communication Technology in teaching and learning of business education courses has to do with learning of theory and practicals which will result to change in behavior of the student who undergo the programme. Business education as a multi-disciplinary programme encompasses Accountancy, Secretarial studies (now Office Technology and Management (OTM), marketing / Distributive and computer education. The introduction of computer education as an aspect of ICT arouses the interests and active participation among learners (business education students) hence, the immediate feedback are achieved. On the other hand, Seymour propounded the constructive approach to learning in 1980. This theory holds that the learner acts as an active participant who should be involved in the structuring of his own learning experiences based on his previously acquired knowledge. The theory also postulates that the learner should be able to relate new learning to the already acquired knowledge.

These theories stressed that business educators should enhance learning activities through careful manipulation of technologies with the learners as active participants; hence the role of a business educator is to organize learning experiences and allows learning to take place by providing adequate learning resources required in the world of business.

Apart from the theoretical framework of the study, the researchers also reviewed different studies by different authors as they relate to the subject matter of the study. This include Ogwata (2012) who stated that the major challenges to ICT implementation were those faced by teachers in the course of using computer in teaching and learning due to lack of confidence in operating computer and inadequate training. The author added that even where the use of ICT has been adopted, there may be non - availability of ICT gadgets. Okoli (2012) posited that learning of business education courses had remained the only panacea to the doubtful challenges of ICT usage among business teachers in Nigerian tertiary institutions.

Several other researchers have investigated the ICT facilities as a means in enhancing the teaching and learning of business courses. Olufemi (2013) explored the importance of ICT to lecturers, students, school administrators, educational planners and other stake holders bearing in mind the enormous gain of this technology in improving the quality of teaching and learning in our institutions.

Sanusi (2011) also investigated the issues of information and communication technology (ICT) in the management of educational system.

However, the use of ICT in our tertiary institutions has attracted a lot of benefits, roles to play and as well as problems associated with it, which needed to be properly tackled accordingly.

Concept of Business Education

According to Obi (2005), Business education is a type of training, which helps the students to achieve all the aims of education at any level of learning and it has its primary aim in the preparation of students for business career or enable those in that career (business career) become more effective.

Moreover, Okab (1991) defined business education as "Education for and about business" he went further to explain that business education is that aspect of vocational education which provides instruction, and preparation of office workers such as Secretaries, Typists or Stenographers, book - keepers, Data Processors, Computer analysts and accountants. The general aim of the course is to present a balanced picture of the world of business. The course provides a cordial survey not only to theoretical and practical aspects of the managerial functions within the complex environment with a special emphasis on local news and interest, it also seek to develop in students a capacity which will enable them to make sensible decisions in their subsequent life. Throughout the course, students are trained to think effectively about business as a whole and to appreciate the inter dependence of the various branches of business activities.

Statement of the Problem:

A review of literature suggest that there has been an exponential growth in the use of Information and Communication (ICT) in education in developed countries (Allan, Yuen & Wong, 2013: 158). However while ICTs are pervasive in developed countries their use has been and remains in a state of fluidity and their integration into the school curriculum remains significantly underdeveloped in developing countries (Isaac, 2007:1). It is highly ironic that this should be so in the 21st century, an era of information technology (IT). This quantitative study seeks to investigate the role of ICT facilities and the challenges of using these facilities in teaching and learning of business education in college of education in Anambra State.

Purpose of the Study

The main purpose of the study is to determine the challenges facing the use of ICT in the teaching and learning of business education courses in the colleges of education in Anambra State. Specifically the study sought to:

1. Identify the role of ICT facilities in the teaching and learning of business education courses.

2. To ascertain the challenges associated with the use of ICT facilities in the teaching of business education courses.
3. To identify strategies that can ensure effective use of ICT in the teaching and learning of business education courses.

Research Questions

The following research questions guided the study.

1. What are the roles of ICT facilities in the teaching and learning of business education courses?
2. What are the challenges associated with the use of ICT facilities in the teaching of business education courses.
3. What strategies should be adopted to enhance effective use of ICT in teaching and learning of business education courses?

Hypothesis

The following null hypothesis was formulated for the study.

There is no significant difference between the mean rating of Nwafor Orizu College of education Nsugbe and Federal college of education (Technical), Umunze on the role of ICT facilities in the teaching and learning of business education courses.

Methodology

The research design for this study was descriptive survey; it covered the two colleges of education in Anambra State namely Nwafor Orizu College of Education, Nsugbe and Federal College of Education (Technical), Umunze. The population of the study comprised 70 business educators in business education department in the two colleges of education, Nwafor Orizu College Education (40) and Federal College of Education (Technical), Umunze (30) and the entire population was studied because of the small size of the population. Seventy copies of questionnaire were distributed and all were collected indicating 100% response rate. A structured questionnaire containing 27 items were used for data collection. A 4 - point modified Likert type scale ranging from strongly Agree (SA = 4), Agreed (A = 3), Disagree (D = 2), and strongly Disagree (DA = 1) was used. Four experts in business education validated the questionnaire for face and content validity. The questionnaire was subjected to reliability analysis and the index of 0.94 was derived. Mean with standard deviation were the statistical tools used for answering the research questions while the hypothesis was tested using the 2 - test at 0.05 level of significance. Any item with a mean rating that is equal to or greater than (>2.5) was accepted while any mean scores that is less than (<2.5) was rejected. Results:

Research Question 1

1. What are the roles of ICT facilities in the teaching and learning of accounting education courses?

Data collected for answering the research question 1 are presented in Table 1. Table 1: Mean ratings of responses of business educators, on the roles of ICT facilities in the teaching and learning of Business Education Courses.

S/NO	ROLE OF ICT FACILITIES	X	,SD	REMARKS
1.	Helps Business Education lecturers in Planning and preparation of lessons and designing materials.	2.63	1.03	Accepted
2.	Increases positivity in learner to learning.	2.68	1.05	Accepted
3.	Assists business educators in delivering lessons through internet, power point.	2.70	1.11	Accepted
4.	Retrieval and conversances of academic information.	2.54	1.02	Accepted
5.	Encourages distance education for all, of their circumstances.	2.9	1.2	Accepted
6.	Improves both efficiency and effectiveness of business education lecturers.	2.73	1.10	Accepted
7.	Creates appropriate contexts for critical thinking decision making and problem activities.	2.85	0.07	Accepted
8.	Encourages evaluative learning that student directed and diagnostic.	2.70	1.11	Accepted
9.	Helps in acquisition of new ideal, skills Methodology in teaching and learning of Business Education Courses.	2.80	0.02	Accepted
10.	Promotes conducive teaching and leaning environment.	2.61	1.02	Accepted

Table 1 shows the response of business educators on the roles of ICT facilities in the teaching and learning of business education courses. Create appropriate contexts for critical thinking, decision making and problem solving activities attracted the highest mean scores of 2.85 and SD 0.51. While the Retrieval and conversances of academic information attracted the least mean scores of 2.54 and SD of 1.02.

Research Question 2

What are the challenges associated with the use of ICT facilities in the teaching of Business Education Courses.

Data for answering the research question 2 were shown in Table 2.

Table 2: Mean responses of Business educators on the challenges Associated with the use of ICT facilities in teaching of business education courses.

S/NO	ITEMS	X	SD	REMARKS
1.	Poor power supply	2.85	0.01	Accepted
2.	Inadequate resources from Government	2.60	1.03	Accepted
3.	Mass unawareness and low computer literacy Level	2.80	0.02	Accepted
4.	Low percentage of business educators with ICT Skills/ knowledge.	2.93	0.06	Accepted
5.	Poor maintenance / Lack of security on (CT facilities and equipment.	2.62	1.03	Accepted
6.	Lack of laboratory / supervisor staff to guide both the lecturer and the students.	2.15	0.01	Accepted
7.	Lack of ICT Technicians.	2.70	0.01	Accepted
8.	Lack of internet and low level of ICT connectivity	2.75	0.01	Accepted
9.	High cost of equipment (computers).	2.92	0.5	Accepted
10	Environmental factors such as heat, dust, vibration and mechanical shock.	2.90	0.03	Accepted

Academic Scholarship

The data in Table 2 reveals that all the items on the challenges of using ICT facilities were accepted by the respondents. The items mean scores range between 2.60-2.93 respectively.

Research Question 3:

What are the strategies to be adopted to enhance effective use of ICT in teaching and learning of business education courses?

Data for answering the research questioners were shown in Table 3.

Table 3: Mean responses of Business Educators on the strategies to be adopted to enhance effective use of ICT in teaching and learning of business courses.

S/NO	ITEMS	X	SD	REMARKS
1.	Proper maintenance of ICT hardware and software technologies.	2.35	0.01	Accepted
2.	Adequate funding of ICT facilities and equipment by school authorities.	2.30	0.02	Accepted
3.	Provision of adequate electricity supply by school authorities.	2.78	1.12	Accepted
4.	Employment of adequate qualified ICT teachers by school authorities.	2.81	0.02	Accepted
5.	Sponsoring of lecturers to attend workshops/seminars.	2.90	0.03	Accepted
6.	Purchasing of modern computers by school authorities.	2.70	1.11	Accepted
7.	Improving Students' positive attitude on the relevance of ICT.	2.73	1.10	Accepted

The data in Table 3 reveal that all the items on the strategies to be adopted for improving the use of ICT were accepted by respondents ranging from 2.73 to 2.90 respectively.

Hypothesis

There is no significant difference between the response rate of business educators in Nwafor Orizu College of Education, Nsugbe and Federal College of Education (technical), Umuze on the role of ICT facilities in teaching and learning of business education courses.

The Z-test result showing the responses of business educators on the roles of ICT facilities in the colleges of Education in Anambra State is shown in Table 4. Table 4

Respondents	N	X	SD	DF	Z-cal	Z-crit	Decision
Nwafor Orizu College of Education, Nsugbe	40	2.8	4.7	68	0.09	1.960	Accepted
Federal College of Education (Technical), Umuze.	30	2.7	4.5				

Discussion of Findings

The result of the data analysis showed that the colleges of education in Anambra State virtually acknowledged all the roles of ICT facilities in teaching and learning of business education courses. They thus outlined among other roles as: Increases positivity in learner participation to learning; retrieval and conversances of academic information, improve both efficiency and effectiveness of Business Education lecturers; facilitate distance education; encourages evaluative learning. In support of the above findings, Emmanuel (2004) maintained that the technological age in which we are is such that without ICT in teaching and learning, no meaningful success could be recorded. Some challenges were found to inhibit the effective utilization of ICT tools in the teaching and learning of business education courses in the colleges of Education in Anambra State. Among the challenges are poor power supply, inadequate resources from government high cost of equipment, poor maintenance / lack of security of ICT facilities and equipment. This

finding supported Yusurf (2005) and Ofodu (2007), they submitted that irregular power supply in the country is a major obstacle to the use of ICT in all spheres of the economy.

On the measures/strategies to be adopted for improving the use of ICT in teaching and learning of Business Education programme in Colleges of Education, the result indicated that adequate funding of ICT facilities and equipment of qualified ICT teachers, sponsoring of Business Educators to attend workshops/seminars, purchasing of modern computers. These if implemented will enable the students acquire appropriate skills and develops mental and physical competencies in order to live and contribute to the development of the society. This finding agreed with (Barret, 2007) that teachers need effective tools, techniques and assistance that can help them develop computer based project and activities especially designed to raise the level of teaching in required subjects and improve students' learning.

The result of the Z-test of null hypothesis showed that the null hypothesis was upheld since the Z- calculated is less than Z-critical at 0.05 level of significance. This however shows that the opinion of the business educators does not differ significantly in terms of the roles of ICT facilities.

Conclusion

Business Education is seen as a programme that has promoted skills which enables an individual to function effectively and efficiently, as an employer or employee. In order to achieve this objective, the use of technology becomes very important in teaching and learning of business education courses. The use of ICT as a means of Improving the efficiency and effectiveness in Business 'education is not in doubt with the introduction of Information and communication Technology (ICT), there will be changes in pedagogical delivery system. The advent of ICT has given rise to the formulation of new educational objectives which require innovation and modification in the content, method and evaluation strategies.

Recommendations

Based on the findings of the study, the following recommendations were made:

- School administrators, teachers should be trained to be computer literate as well as attend ICT workshops / seminars from time to time within and outside the country to update their knowledge in ICT.
- The government and non-governmental organizations (NGOs) and philanthropists should refurbish and supply computer laboratories in schools with modern computers, projectors and other ICT equipments.
- There should be improvement in the power system in our schools and alternative power supply should be made available to schools as ICT installations cannot do without power.
- ICT tools and equipment should be located in such a way that students can have a

measure of access to them. Available ICT equipment that are meant to facilitate teaching and learning should not be located in remote area that will hinder easy access by both teachers and students.

- Finally, educational authorities, universities, teachers advisory bodies etc. should encourage and emphasize computer literacy among teachers as a requirement for employment of teachers.

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