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CHALLENGES IN THE UTILIZATION OF NEW TECHNOLOGIES IN BUSINESS EDUCATION PROGRAMME FOR SUSTAINABLE KNOWLEDGE BASED ECONOMY.

MBAEGBU, R.E.V. (Ph.D)
Department of Business Education,
Alvan Ikoku Federal University of Education, Owerri, Imo State.
E-mail: roseyebymbaegbu@gmail.com
Tel: 08037578585

Abstract

With the vast and various new technologies being introduced into the contemporary global world and the changing business environment, the utilization of these new technologies in the teaching and learning of Business education courses for the enhancement of knowledge based economy cannot be over emphasized. This study therefore determined the challenges in the utilization of new technologies in Business education programme in Alvan Ikoku Federal University of Education, Owerri, Imo State. The study adopted a descriptive research design, the population of the study consisted eighty-five (85) Business education students comprising 81 Second Year Degree and 4 Post NCE Degree students. Three research questions guided the study, questionnaire was used for data collection and data collected were analyzed using Simple Mean and Standard Deviation. The finding revealed that there are non-availability of new technologies for teaching and learning Business education courses. The analysis also showed that there are University authority-related challenges towards the utilization of new technologies in Business education programme and there are also lecturers-related challenges to the utilization of new technologies in Business education programme. A decision rule based on items with mean rating value of 2.5 and above were considered and accepted while items with mean rating value of below 2.5 were disagreed on and rejected. The study therefore, recommended among others that management of the institution should as a matter of urgency, make available the needed new technologies such as broadcast materials, CR-ROM, micro-computers, etc. for the teaching and learning of Business education programme and as well provide retraining opportunities on the new technologies for the lecturers as these technologies keep evolving. Relevant authorities should supervise to ensure that the new technologies are utilized effectively for the achievement of sustainable knowledge-based economy.

Keywords: Technologies, Business Education, Utilization, Knowledge Economy.

Introduction

Business Education as a tertiary institution programme is a broad and comprehensive discipline whose instructional programme encompasses the knowledge, attitudes, skills and competencies needed by all citizens in order to effectively manage their personal businesses and economic system as well as vocational knowledge and skills needed for entry-level employment in a broad range of business careers. Udoh (2010) looks at Business Education as a means by which an individual develops understanding and skills to be able to enter the business world and become self-reliant. While Wagbara (2017) states that Business Education is a purposeful education which can be used as a solution for unemployment reduction among graduates for nation's wellbeing.

In view of these importance of Business Education in the world and in business environment generally, graduates of the programme are expected to be exposed and skilled in the varying new technologies emerging in the business world so as to have sustainable knowledge for economic based living.

Sustainable knowledge-based economy is the economic system that uses knowledge as a means of production, driving growth and sustainability. It is an economic system that relies on the production, dissemination and application of information and knowledge to drive or move economic growth and development. According to Elias (2023) knowledge

based economic refers to ability to capitalize on scientific discoveries and applied research. It addresses how education and knowledge (human capital) with the use of material resources can serve as productive assets or business as product to be sold and exported to yield profits for individuals, businesses and the society.

According to Wikipedia (2021) Technology is the sum of techniques, skills, methods and processes used in the production of goods and services and in the accomplishments of objectives, it can also be embedded in machines to allow for operations without detailed knowledge of their workings. Technology is ubiquitous, touching almost every part of our lives, our homes, our communities, our businesses, our education system. In fact all aspects of the world and hum an endeavours have been transformed by technology, thus impacting positively on the economy and the society. Generally, the use of new technologies for pedagogical delivery has undoubtedly affected teaching and learning and the integration of these new technologies into educational system help to revitalize teachers and learner in skills acquisition and utilization. Ninlawan (2015) was of the view that new technologies have the prospects for improving teaching and learning as well as providing job opportunities for citizens to enable them make better contributions in the society as paid employee or self-employee.

New technologies in Business Education programme include broadcast materials or CR-Rom for information collection/storage; micro-computers with software application for production of documents; skillful keyboarding email/internet browsing, search engines, chatroom, opaque projectors, multimedia, projectors, word processors, desktop, videotape recorder, advanced calculators, digital library, audio-visual retrieval system. Weblog, Ezenwafor (2012) identified some new technologies in business education to include: Class web site; wireless classroom microphone, scanners interactive whiteboard/smart moderns, printers cameras and other mobile devices. Therefore, for Business Education programme to sustain its relevance in providing the labour force needed by the society, it must embrace current trends in modern technologies and begin to explore the true potentials which technology offers for teaching and learning by utilizing the gadgets in all the programmes.

Utilization is the art of putting resources that are tangible to proper use. It is the employment of any tool or services that will facilitate performance. Nwafor and Udegbunam (2016) reported that utilization of new technologies in Business Education requires teachers knowledge in the subject areas and understanding how student learn, using varied digital resources as well as good level of technology expertise and experience them might exhibit. It is very obvious that the success of tertiary institutions in producing business education graduates with requisite knowledge, skills, and competencies depends largely on the availability and effective utilization of relevant new technologies.

However, Achugbue (2011) stated that new technologies in Business Education programmes have posed many challenges to business educators in Nigeria. He therefore opined that the program world achieve its goals. If such new technological teaching aids like computers, television sets, projectors, intenel facilities, smart board among others are adequately provided and utilized as the dearth of these facilities make if difficult to teach and prepare the students to acquire the needed skills and be competent for the future world of work.

Statement of the Problem

Business Education remains strategic to the economic development of Nigeria because it is the programme designed with the goal of preparing students to become employable and self-sustaining individuals who can make sound economic decision (Oguejiofor 2020) in order to achieve these objectives, new technologies are to be available and utilize to facilitate effective teaching and learning in business education. But unfortunately, the Nigerian education sector generally seems to be lacking the necessary technological resources needed to bring the sector as par with international standards and business education program seems to be worst hit by the dearth of requisite technological

tools. The programme seems to be facing a lot of challenges with respect to using new technologies for teaching and learning, hence her graduates roam about the streets in search of jobs and some of her lecturers still make use of the old methods and equipment instead of the new technologies. It is on this premise that the need to empirically study and ascertain the challenges to the utilization of new technologies in business education programme in Alvan Ikoku Federal University of Education, Owerri Imo State became necessary so as to make a value judgement that will enable objective measures to be taken to ensure that the graduates are suitably empowered for job creation and sustainably knowledge based economy.

Objectives

The main objective of the study is to investigate the challenges to the utilization of new technologies in Business Education in tertiary institutions in Imo State. Specifically, the study seeks to:

1. Ascertain the available new technologies for teaching and learning business education in Alvan Ikoku Federal University of Education, Owerri Imo State.
2. Finding out the institution-related challenges to the utilization of new technologies in Business Education programme in Alvan Ikoku Federal University of Education, Owerri Imo State.
3. Determine the lecturers-related challenges to the utilization of new technologies in Business Education in Alvan Ikoku Federal University of Education, Owerri Imo State.

Research Questions

1. What are the available new technologies for teaching and learning business education courses in Alvan Ikoku Federal University of Education, Owerri Imo State?
2. What are the institution-related challenges to the utilization of new technologies in business education programme.
3. What are the lecturers-related challenges to the utilization of new technology in business education programme in Alvan Ikoku Federal University of Education, Owerri Imo State.

Method

The researcher adopted the descriptive survey research design for the study because it was considered appropriate. According to Obioha (2006), the design is concerned with the collection of data aimed at describing and interpreting already prevalent situations. The population consist eighty-five (85) business education students in their second year comprising of eighty-one (81) direct degree students and four (4) post NCE students. The entire population was used because they are manageable, hence there was no sample and sample techniques. The instrument for data collection was a self-structured questionnaire, tagged New Technologies Utilization Questionnaire (NTUQ) developed from the literature reviewed for the study. The questionnaire for question 1 was structured on a four point scale of very much available (4), available (3), somewhat available (2) and not available (1). While questionnaire for question 2 & 3 was on Strongly Agreed (4), Agreed (3), Disagreed (2) Strongly Disagreed (1). The instrument for the data collection was face validated by two experts from Business Education department and measurement and evaluation department all from Alvan Ikoku Federal University of Education. Their comments enhanced the content validity of the instrument.

The eighty five (85) instruments for data collection were administered by the researcher and one research assistant. Eighty (80) of the eighty-five questionnaire were completed, retrieved and used for the study. Data collected were analyzed using descriptive statistics of mean and standard deviation to respond to the three research questions that guided the study. A decision rule based on items with a mean rating of 2.50 and above was considered and accepted while items with mean rating value of below 2.50 were disagreed and rejected.

Results

Research Question 1: What are the available new technologies for teaching and learning Business Education programme in Alvan Ikoku Federal University of Education, Owerri Imo State.

Table 1: Mean ratings and standard deviation response of Business Education students on availability of new technologies for teaching and learning.

S/N	New Technologies Available	No	X	SD	Remark
	Desktop computers	80	3.69	.96	VMA
	White/smart boards	80	1.49	1.56	NA
	Internet services	80	1.48	1.54	NA
	Projectors	80	2.08	1.32	SWA
	Video conferencing	80	1.66	1.48	NA
	E-library in department	80	1.49	1.56	NA
	Instructional software	80	1.49	1.56	NA
	Digital camera	80	1.22	0.66	NA
	Audio-visual system scanners	80	2.04	1.32	SWA
.	Grand mean & SD	80	1.42	0.94	NA
			1.81	**1.22**	**NA**

Source: Field survey, 2024

Data presented in table 1 above indicated that apart from item 1, which had mean score of 3.69, implying that it is very much available, items 4 and 9, with mean scores of 2.08 and 2.04 respectively imply that they are somewhat available. Items 2, 3, 5, 6, 7 and 8 which had means scores of 1.49, 1.48, 1.66, 1.49, 1.49, 1.22 and 1.42 revealed that the items are not available. The grand mean of 1.81 shows that new technologies are not available for teaching and learning Business Education courses in Alvan Ikoku Federal University of Education, Owerri Imo State.

Research Question 2: What are the institution related challenges to the utilization of new technologies for teaching/learning in Business Education in Alvan Ikoku Federal University of Education, Owerri Imo State?

Table 2: Mean rating on institution – related challenges to the use of new technologies in Business Education department of Alvan Ikoku Federal University of Education, Owerri Imo State.

S/N	Challenges	No	X	SD	Remark
	Poor funding of new technology facilities	80	3.69	.96	Agreed
	Politicization of projects of new technologies	80	1.49	1.56	Disagreed
	Lack of electricity supply	80	1.48	1.54	Agreed
	Non employment of laboratory technicians	80	2.08	1.32	Agreed
	Lack of emphasize on innovative teaching approaches	80	1.66	1.48	Disagreed
	Non maintenance of facilities available	80	1.49	1.56	Agreed
	Low supervision of tertiary education programme by relevant authorities	80	1.49	1.56	Agreed
	Hiring of facilities for accreditations	80	1.22	0.66	Agreed
	Inadequate classroom/laboratories for practicals.	80	2.04	1.32	Agreed
.	No monitoring of practical workshops for new technology facilitators	80	1.42	0.94	Agreed
	Grand mean		**1.81**	**1.22**	Agreed

Source: Field survey, 2024

The data presented in table 2 shows that apart from items 2 and 5 which had mean scores of 1.80 and 1.45 implying that the institution authorities do not politicialize new technologies projects and somewhat emphases on innovative teaching approaches in the institution, hence they are not challenges. Items 1, 3, 4, 6, 7, 8, 9, 10 with mean scores of 2.54, 2.82, 2.97, 2.62, 2.97, 3.28, 3.28 and 2.64 were all institution-related challenges for the utilization of new technologies in teaching and learning Business Education in Alvan Ikoku Federal University Owerri. The grand mean of 2.63 indicates that there are challenges in the availability and utilization of new technologies in Business Education programme in the tertiary institution.

Research Question 3: What are the lecturers-related challenges to the utilization of new technologies in Business Education program in Alvan Ikoku Federal University Owerri.

Table 3: Response and mean rating on lecturer-related challenges to the utilization of new technologies in Business Education programme.

S/N	Challenges	No	X	SD	Remark
	Inadequate knowledge/skills of the new technologies by lecturers	80	2.13	.91	Disagreed
	No internet connection to available facilities	80	3.11	1.12	Agreed
	Poor cooperation among lecturers and administrators	80	3.24	0.95	Agreed
	Laziness to use the available technologies		1.48	.82	Disagreed
	Resistance to change from the old pedagogies		2.34	.84	Disagreed
	Unwillingness to self-retraining exercise		2.13	.91	Disagreed
	Insufficient lecture periods for practical		2.11	1.12	Agreed
	Inadequate computers in the classroom laboratory		2.21	.98	Disagreed
	Lack of motivations		3.49	.62	Agreed
	Unavailability of latest ICT equipment		3.24	.91	Agreed
	Grand mean		**2.65**	**0.92**	**Agreed**

Source: Field survey, 2024

The data presented in table 3 showed that items 1, 4, 5, 6 and 8 had mean rating between 1.48 to 2.34 which are below the accepted mean of 2.50. This implies that the lecturers-related challenges as mentioned in the items are no challenges in the use of new technologies in teaching and learning of Business Education. Items 2, 3, 7, 9 and 10 had mean scores of 3.14, to 3.49, implied that the items are lecturer-related challenges. The grand mean of 2.65 shows that there are lecturer-related challenges to the utilization of new technologies in business education program in Alvan Ikoku Federal University Owerri.

Discussion of Findings

The result of data analysis as presented in table one indicates that new technologies for teaching and learning in Business Education, in Alvan Ikoku Federal University Owerri, are not much available. White/smart board, internet services e-library in the department, digital camera, instructional software, audio-visual system and scanners, all for the purpose of aiding institutions are not available. The overall items has a grand mean rating of 1.81 which is in the boundary of 1.50 to 2.49, indicating not available. This result is in agreement with Joseph and Phillius (2011) observation that inadequate provision of technological resources in schools usually hinder students' academic performance and efficiency of the teachers. The result in table two showed that the use of new technologies in Business Education department of Alvan Ikoku Federal University was generally poor. Some of the challenges on the use of the facilities are institution-related problems, suck like poor funding of purchase of technological facilities, non-maintenance of few available facilities, lack of electricity to power some facilities inadequate laboratories for practical, low supervision of

tertiary education program by relevant authorities, and in most case, hiring of facilities for accreditations were some of the constraints. Lack of emphasis on innovative teaching approach and no mounting of practical workshop for retraining of business educators/facilitators are also included in the challenges on the use of new technologies.

Considering the above constants, the researcher is of the opinion that the provision of new e-learning facilities should be made a requirement for establishing and accrediting courses in tertiary institutions and as well the option supervisor of the use of those facilitates will go a long way to improve the teaching and learning of practical courses in tertiary institutions. This is inline with Holenberg (2009) who noted that some facilitators do not give much attention to the preparation and use of e-learning facilities because of the poor provision of such facilities, hence such facilitators just jump into the class and teach orally.

The findings in table 3 revealed that inadequate knowledge/skills of the new technologies by lecturers, lack of internet connection, poor cooperation among lecturers/administrations, resistance to change from old pedagogies, insufficient lecture period for practical, lack of motivations, and unavailability of latest ICT facilities were among the lecturers-related challenges in the use of new technologies in business education programme. This finding aligns with the view of Ezenwa (2020) that factors such as poor funding, inadequate physical facilities, motivations, laboratories, unconducive learning environment, and quality of teachers are some challenges that hinders the quality of teaching/learning in most educational institutions.

These findings are however not surprising as it is obvious that most educational institutions in Nigeria are poorly funded and most of the new technologies involve lots of money to procure them, and professionals to handle them both for teaching and demonstrations. Therefore, the success in the use of new technologies in Business Education is largely dependent on the quality of teachers, condusive learning environment motivations and availability of instructional delivery facilities. In agreement to this view, Shaubu, Oshioghe and Mbaegbu (2018) stated that the teachers' lack of skills/knowledge to effective use of new technologies, lack of support/motivation from relevant authorities and poor funding poses negative implication to the academic performances of the students.

Implications of the Findings

The findings of this study have some implications. The effective utilizations of new technologies in the teaching and learning of Business Education courses depend largely on the availability of the facilities and supervision of relevant authorities. However, the absence of these elements made most courses to be taught without the necessary learning facilities. This could have adverse impact on the level of learning by students. And unless there is an adequate improvement on the quality of instruction through effective use of all the new era technologies, the employers of labour may begin to discriminate against Business Education graduates in the labour market and this could be very dangerous and enslaving. It is therefore important for business educators and the institution to form a synergy and provide these technologies required for skill acquisition so that the products would be very useful to themselves, families and society at large.

Conclusion

The study was on the challenges in the utilization of new technologies in Business Education programme for sustainable knowledge based economy. Based on the findings of the study, it was revealed and concluded that the new technologies available for use in Business Education department are desktop computers, projector and audio-visual system. It also showed that many other new technology facilities were found to be rarely available. Some challenges to the utilization of new technologies for Business Education program were institution-related factors which among others included: Poor finding of e-facilities, lack of electricity for powering, non-employment of laboratories for practical and many other constraints. It showed that there are lecturer-related challenges to the use of new technologies

such as resistance to change from the old pedagogies, poor cooperation among lecturers/administrators, unwillingness to self-retraining exercise, inadequate knowledge/ skills of the new technologies and many others.

Recommendations

As a result of the findings made on this study, the following recommendations were made for the improvement of Business Education programme in the tertiary institutions in Imo state:

1. The federal government, through the relevant authorities should procure all the needed new technologies for effective teaching and learning of Business Education programme.
2. Government/institution authorities should as a matter of necessity supervises and ensures that the new technology facilities are being effectively used for the achievement of Business Education objectives.
3. Business educators should endeavour to update their knowledge on the new technologies through retraining programmes such as practical workshops, conferences, seminars and enough periods given for practical demonstrations of the technology gadgets.

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