



Effects of Information and Communication Technology on Business Education as a Course of Study in Higher Institutions of Learning in Nigeria

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ABSTRACT

This research was carried out to investigate on the effect of information and communication Technology (ICT) on Business Education as a course of study in higher institutions of learning in Nigeria. Descriptive Research design was adopted in this study. One hundred and Eighty (180) Business Education students were selected from both Ekiti state University in Affiliation with Emmanuel Alayande College of Education and Emmanuel Alayande College of Education within Oyo town, Oyo State while self developed questionnaire was used as instrument for data collection. All data collected from the respondents were analysed using descriptive statistics of frequency counts and percentage for demographic data coupled with chi-square to test the hypothesis set at 0.05 alpha level of significant. The finding revealed that there was a significant relationship between Information and Communication Technology and effective teaching-learning of business education in higher institutions of learning because $X^2_{cal} = 86.19$ greater than $X^2_{tab} = 28.869$ at 0.05 significant level. It was also revealed that there was a significant relationship between Information and Communication Technology and Academic performance of Business Education students in higher institution of learning because X^2_{cal} is 41.51 greater than X^2_{tab} which is 28.869 at 0.05 significant level. However, in the third hypothesis, the result showed that there is no significant relationship between ICT and business-inclination of both the students and lecturers in Business Education because $X^2_{cal} = 22.97$ less than $X^2_{tab} = 24.996$ at 0.05 significant level and since their major concern is on academic education and not on business really.

Keywords: ICT, business, education, teaching-learning and business-inclination

iSTEAMS Conference Proceedings Paper Citation Format

Adeleke Israel Adewale & Musah Fatima Bolanle (2018): Effects of Information and Communication Technology on Business Education as a Course of Study in Higher Institutions of Learning in Nigeria. Proceedings of the 14th iSTEAMS International Multidisciplinary Conference, AlHikmah University, Ilorin, Nigeria, Vol. 14, Pp 133-138

1. INTRODUCTION

Information and Communication Technology (ICT) is reigning as a classifier of the day in every aspect of our society and its emerging relevance will continue to habitually renovate all facet of life. Shehu (2011) affirmed that the use of ICT tools has transformed the operations of all banks, tertiary institutions, companies and the public sectors in line with the global villages. Mitter, Crossdale-Ovwido and Mordi (2012) reported that ICT facilities such as internet, video conferencing, d-base, computer system, networking, teleconferencing etc, have not only changed the nature and methods of teaching but has also changed the roles of educators and their students. According to Hui-Yin and Shiang-Kwei (2018), this ICT is referred to the technology that can facilitate the communication, dissemination, and production of information. Mandara (2012) asserted that ICT resources are those technologies in used for accessing, promoting globalization and knowledge, data and skills from which education can benefit substantially. This Information and communications technology (ICT) is used to handle telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions since they are referred to digitally based devices or applications, encompassing radio, television, cellular phones, computer and network hardware and software, and satellite systems for storing, retrieving, and processing information.



In a broader form, Sam and Shawren (2009) discovered this ICT as an umbrella term that includes all technologies for the communication of information which It encompasses: any medium to record information (whether paper, pen, magnetic disk/ tape, optical disks - CD/DVD, flash memory etc.); and also technology for broadcasting information - radio, television,; any technology for communicating through voice and sound or images- microphone, camera, loudspeaker, telephone to cellular phones. The already stated definitions of ICT had revealed how important they are which Nwosu and Ogbomo (2011) stressed as vital components in the development of life and workplace skills and as well as citizenship. This ICT has been so useful in teaching and learning processes from primary schools to university institutions. The use of computer technology for the teaching and learning in the tertiary institutions is vital for the impartation and acquisition of technology for both the lecturers and the students (Egbri, 2012). As a result, every educator should see the need and necessity of this ICT in teaching and learning process for educational transformation. Nnaji and Ahmed (2012) even warned that business education in tertiary institutions must blend with the technological skills, since today's technological advances demand a new kind of office worker, who is comfortable with technology and who understands how to use it effectively for greater productivity.

Therefore, it is discovered that no meaningful progress will be made in educational sector without adjusting to technological innovations and discoveries which encompassing ICT devices. Sanusi (2011) supported this issue of information and communication technology (ICT) in the management of educational system as the only means of transforming the educational system of every country. Hence, Buba (2011) explored the importance of ICT to lecturers, students, school administrators, educational planners and other stake holders bearing in mind the enormous gains of this technology to improving the quality of teaching and learning in our institutions. To buttress this, Effiong (2012)y affirmed that the gains obtainable in ICT are far outweighed their disadvantages in spite of the negative impacts of it. Okoli (2012) posited that the maximum utilization of available information and communication technology (ICT) tools in the teaching and learning of business education including accounting education courses had remained the only panacea to the doubtful challenges of ICT usage among business teachers in Nigeria tertiary institutions.

This ICT has been incorporated into several courses of study in our tertiary institutions in Nigeria and Business education is not exempted. Business Education, according to Esene (2012) is education for and about business or training in business skills which Okoli (2010) discovered as the aspect of total educational program that provides the knowledge, skills, understanding and attitudes needed to perform effectively in the business world as a producer and or consumer of goods and services. Business education which is offered at the tertiary level of education is concerned with the development of relevant and skills and knowledge that would enable an individual to function effectively in the world of work (Onojetah, 2012).

In educational multimedia application, Shavinina (1987) asserted that today's learning contents are domain specific product and that they dominate the world market. There is no doubt that ICT provides productive teaching and learning in order to increase people's creative and intellectual resource especially in toady's information society. Through the simultaneous use of audio, text, multicolor images, graphics, motion, ICT gives simple exception to the students to develop capacities for high quality learning and to increase their ability to innovate. School in the western world invested a lot for information and communication technology infrastructures over the last 20 years and students use computer more often and for a much larger range of applications (Volman 2005). Okolocha and Nwadiani (2015) declared that educational systems are increasingly obliged and challenged to use ICT resources because they provide information and knowledge for learners as well as enabling them exercise abilities and skills needed in the labour market as well as in teaching. Therefore, Business education graduates all over the world are now expected to be proficient in the use of ICT resources either for personal, office or business use (Nwadiani and Egbri, 2016) .

1.1 Research Hypotheses

1. There is no significant relationship between information and communication technology and effective teaching-learning of Business Education as a course in higher institutions of learning.
2. There is no significant relationship between information and communication technology and academic performance of Business Education students in higher institutions of learning.
3. There is there is no significant relationship between ICT and business-inclination of both the students and lecturers in Business Education as a course in higher institutions of learning.



1.2 Significance of the Study

It would provide relevant information needed by the institutions in formulating education policies that will enhance business activity in general. It helps the Business education students to know how to use Information and Communication Technology in their course of study. The research work will enlighten the management of the institutions to develop more interest in the incorporation of Information and Communication Technology into other related courses in the institutions.

2. METHODOLOGY

In this work, descriptive and survey research design was used because it was considered appropriate due to the population that was large. The population of the study consist of students of the students in Business education department both Ekiti State University in affiliation with Emmanuel Alayande College of Education (EACOED) chapter and Emmanuel Alayande College of Education, Oyo. A total number of 180 respondents were stratified out of about 1,020 Business Education students with a well structured self-designed questionnaire for data collection which were printed and distributed to the targeted students.

The questionnaire consist of section "A" , "B" and C. A consist of business education students Sex, B is for School type and name of institution while section "C" consist of 20 (twenty) items which were generated after extensive review of literature. The questionnaire was made up of four point likert scale (SA = Strongly Agree A= Agree, SD= Strongly Disagree, D= Disagree in which the respondents were requested to fill in blank space with what represent their level of "Agreement" of the situation. The questionnaire was given to expert in the field my supervisor in computer department for content validation. It was modified in line with the content made before it was finally administered. The questionnaires were personally administered by the researcher to the subjects. Maximum range of time was given to the subjects to give answers to the items and the researcher made sure that no item was left un-answered. The procedure for data analysis was done by using chi-square and simple percentage to bring out the result relevant to each hypothesis. The testing of hypothesis was based on the value of the chi-square calculated compare with the tabulated value of chi-square at the degree of freedom of one and pre-specific alpha level of 0.05 significance. The calculated chi-square value was obtained using the formula

$$X^2 = (O - E)^2 / E, \text{ where } X^2 = \text{Chi-square, } O = \text{Observation, } E = \text{Expectation}$$

3. RESULT AND DISCUSSIONS

The result obtained from the analysis of data carried out based on the response of the respondents from the administered questionnaire were expressed as thus;

Table 4.1: percentage of respondents by sex

Gender	No of respondent	Frequency
Male	64	35.5%
Female	116	64.4%
	180	

Table 4.1 show that 35.5% of the respondents were male while 64.4% of the respondent were female. It shows that the majority of respondents were female and the minority were male.

Table 4.2 percentage of respondents by school type

School type	Number of respondent	Frequency
University	69	38.3%
College of education	111	61.7%
	180	

The above table 4.2 show that 38.3% of the respondents were University students while 61.7% of the respondents were college of education students .



Table 4.3: Hypothesis I (H_{01}): There is no significant relationship between information and communication Technology and effective teaching and learning of business education in higher institutions of learning.

Variables	DF (r-1, c-1)	X^2 cal	X^2 tab	Decision
ICT and Business Education teaching-learning process	18	86.19	28.869	Rejected

From the above analysis of the result, the null hypothesis was rejected based on table 4.4 which shows that chi-square calculated (X^2_{cal}) > chi-square tabulated (X^2_{tab}) that is, $X^2_{cal} = 86.19$ and $X^2_{tab} = 28.869$ at 0.05 significant level. The result showed that there is significant relationship between information and communication technology and effective teaching-learning of Business Education in higher institutions of learning.

Table: 4.4: Hypothesis II (H_{02}): There is no significant relationship between academic performance of business education students in higher institutions of learning

Variables	DF (r-1, c-1)	X^2 cal	X^2 tab	Decision
ICT and Business- Education students academic performance	18	41.51	28.869	Rejected

From the above analysis of the result the null hypothesis was rejected base on table 4.5 which shows that chi-square calculated > chi-square tabulated that is $41.51 > 28.869$ at 0.05. The result showed that there is significant relationship between information and communication technology and Academic performance of Business Education students in higher institutions of learning.

Table 4.5: Hypothesis III (H_{03}): There is no significant relationship between ICT and business-inclination of both the students and lecturers in Business Education as a course in higher institutions of learning.

Variables	DF (r-1, c-1)	X^2 cal	X^2 tab	Decision
ICT and business-inclination	15	22.97	24.996	Accepted

The result based on the table above 4.5 showed that the null hypothesis was accepted which stated that chi-square calculated (X^2_{cal}) is less than chi-square tabulated (X^2_{tab}) that is $X^2_{cal} = 22.97$ while $X^2_{tab} = 24.996$ at 0.05 significant level. The result showed that there is there is no significant relationship between ICT and business-inclination of both the students and lecturers in Business Education as a course of study in higher institutions of learning.



4. DISCUSSIONS

The results of the study showed that there is significant relationship between information and communication technology and effective teaching and learning of business education in higher institution of learning this result is in collaboration with the finding of (Volman, 2005) and who submitted that the use of information and communication technology in business education contributes to a more constructive learning and increase in activity and greater responsibility of students that is ICT enhances higher retention of learning among students, physical involvement of the learners, facilitate exchange of information among students and lecturers, help students to demonstrate the understanding of what is been learnt. Equally, Ezeani and Akpotohwo. (2014) established that the ICT Facilities are means of enhancing the teaching and learning of business courses.

The result revealed that there is significant relationship between information and communication Technology and Academic performance of business education students in Higher institution of learning. Each institution should make sure that there is provision of adequate ICT equipment by school authorities to enhance the effective teaching of business Education, sponsoring of lecturers to attend work shop/seminars to boost the teaching of Business Education as well as the employment of adequate qualified ICT teachers to improve the teaching of business education as a course of study. The result also showed that there is no significant relationship between ICT and business-inclination of both the students and lecturers in Business Education as a course of study in higher institutions of learning. This result established that there is no correlation with ICT usage in teaching students of Business Education in our tertiary institutions of learning and business inclination. Meanwhile, the lecturer major work is to teach the students based on the curriculum while students concentrate on how they will pass their examinations.

It means ICT may be used by people who are business oriented but cannot be linked with students whose their concern as students is to make their result in flying colour.

5. CONCLUSION

Based on the result, obtained it was concluded that there is significant relationship between Information and Communication Technology and effective teaching and learning of business education in higher institution of learning. Also, there is significant relationship between information and communication Technology and academic performance of business education students in higher institution of learning. However, there is no significant relationship between ICT and business-inclination of both the students and lecturers in Business Education as a course of study in higher institutions of learning.

6. RECOMMENDATIONS

The following recommendations were made in accordance with the findings from the study.

1. Business Education lecturers should undergo training like seminar, workshop and conferences in ICT programme to have more skills, competences and qualified ICT staff in the use of ICT facilities
2. Adequate ICT facilities should be provided by university authorities to enable lecturers making use of ICT facilities for effectively teaching of Business Education
3. Higher institution authorities should acquire modern ICT equipment with proper maintainability for enhancing effective teaching of Business Education.
4. There should be an inclusion of "ICT in Business Education" as one of the major courses of study in school curriculum in Business Education Department.



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