Integration of Modern Technology in Business Education Curriculum of College of Education for Students' Self Reliance in Kwara State

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ABSTRACT

This paper was carried out to examine integration of modern technology in business education curriculum of college of education for students' self-reliance in Kwara State Nigeria. Three (3) research questions guided the study and the descriptive survey design was adopted. The population of the study comprised One hundred and twenty 300level Business Education students from Colleges of Education of Education in Kwara State Nigeria and the entire population was studies, this is owing to the small number of the subject involved in the study. A structured questionnaire titled: Modern Technology in Business Education Curriculum for Students' self-reliance Questionnaire validated by three (3) experts was used for data collection. The study made use of Kuder-Richards formula (K-R 21) to determine the reliability of the instrument and a reliability coefficient of 0.92 was obtained which was high enough for the instrument to be considered reliable. Mean and standard deviation were used to analyze the research questions. The findings revealed among others that the benefits of modern technology include: Promotion of economic and business activities for self-reliance, Enhancing reasoning skills for self-reliance, Enhancing business and marketing research for self-reliance and others among all. Based on the findings it was recommended among others that Business Education students should be encourage and motivated towards the effective utilization of modern technology for self-reliance.

HOW TO CITE

Introduction

Education in a broad sense is the process by which the society deliberately transmits its accumulated knowledge, skills and values from one generation to another. The world today is taken over by modern technology called information and communication technology (ICT). ICT refers to technologies that enable the handling of information, resources and different form of communication between human actors and electronic system (Karkouti, 2023). Essentially ICT consists of wide range of technologies like telephone, computer, internet, world wide website, fax, word processing application, magnetic link, character recognition, educational software packages, compact disc read only memory based, read only memory base resources, online information sources, PowerPoint, projector, Radio cassette, video tape, audio cassette and others among all (Adeleke et al., 2020). These modern technological resources and electronic gadgets enhance teaching and learning process in the Business Education programme.

Business Education is one of the branches of education for and about business. Education for business is that aspect of vocational education which provides instructions and preparation for office occupation as secretary, shorthand typist and accountant. On the other hand, education about business provides knowledge and understanding of the economy, financial, marketing, accounting and management system. Egbri (2015) stated that Business Education is an educational programme offered in tertiary institutions which prepare students for careers in business as it involves inculcation of skills, knowledge about business or been useful in the business world. It is an education for vocation. According to Nedum – Ogbede (2016) Business Education is rooted in vocational education with specific mandate of providing skills, attitude and knowledge needed for employment or running a business. Ekoh (2016) asserted that Business Education is education for self-reliance, self-independence, self-sufficiency and above all education that equip individuals with relevant and necessary skills to fit into any environment despite the situation of the economy. Business education is that aspect of vocational education programme that provides its recipients with the requisite skills that will enable them to function effectively in the competitive business environment. Business Education curriculum provides marketable skills in the area of Accounting, Office Technology and Management (OTM), Word Processing, Entrepreneurship, Business Law etc.

One of the objectives of Business Education therefore is to prepare students for specific career in office occupations, equipping them with requisite skills for job creation and entrepreneurship and exposing them to the knowledge about business together with a good blend of computer technology and other internet facilities for research (Edokpolor & Egbri, 2017). In achieving the above objectives of Business Education, there is need for the inclusion of modern technology in the curriculum for Business education. In the same vein there has been constant yearning for a skill-based education concerned persons in the educational sector have continued to advocate that the society needs to place premium focus on skills possessed by individuals rather than certificates. Hence, the drift in education is as a result of the changes in industries' labour demand for self-reliance.

The term self-reliance can be seen to mean being able to depend on one self, one's resources rather than those of others. It has to do with what one can do himself/herself. Self-reliance also means relying on one's own abilities and efforts to be independent. The desire of most developing countries including

Nigeria is to have a self-reliant and resilient economy capable of generating an internally self-sustaining growth.

Tertiary education is seen as the capstone of the traditional education pyramid. As the apex of educational structure, it is a critical pillar of human development which provides a life-long learning framework for training high-level skilled human capital resources in all spheres of life namely, teachers, doctors, nurses, civil servants, engineers, humanities, entrepreneurs, scientist and myriad of personnel (Egbri, 2015). Egbri (2015) further maintained that improved tertiary education is necessary for sustainable progress in basic education. With the advent of globalization and information revolution, education is expected to create intellectual capacity on which knowledge production and utilization depends on. It is also expected to play a key role in promoting lifelong learning practices that is necessary for updating people's knowledge and skills. To achieve this, tertiary institutions need to change their instruction modes of operation and delivery by taking advantage of modern technologies, which is an integral part of information communication technology (ICT). The inclusion of information communication technology courses is compulsory in all courses in Nigerian tertiary institution and as a major feature in business education courses point to the fact that ICT and e-learning is a necessity and of great importance, if we are to achieve the sustainable development goals of the UNESCO for self-reliance.

For business education to meet the mission of preparing business education graduates in the 21st century world of work, the use of modern technology must be embraced in training students. The use of modern technology as a means of improving the efficiency and effectiveness in business education is not negotiable. With the introduction of modern technology there will be changes in pedagogical delivery system. Agelli et al. (2016) believed that the advent of information communication technology has given rise to the formulation of new educational objectives which requires innovation and modification in the content, method and evaluation strategies. According to Akinpelu et al. (2019) the three methods that can be used in teaching business education are through formal education, non-formal education and informal education. Akinpelu et al. (2019) noted that these three methods can utilize information communication technology (ICT) such as micro-computers, teleconference, video conferencing, electronic mail, cyber space and internet, computer, teleconferencing and audio conferencing, hypertext, video text, communication satellite, interactive cable television technique and others among all.

Modern technology according to Adeleke et al. (2020) if integrated into Business Education programme could attract the following benefits to the students, lecturers and other stakeholders in business education: Provide access to information with the latest technologies to support professionalism in business education, enhance the development of standard through curriculum development design and innovation, which will put in place appropriate human and material instructional resources for effective teaching and learning, help to engage student in learning process and skills which will be useful in social life and in the world of work and it promotes motivation of students and teachers to engage in research for indebt knowledge in business education, information communication technology and general education.

Moreover, the importance of modern technology in teaching and learning Business Education courses for self-reliance is to create massive improvement in the educational sector. It aimed at reducing in

Nigeria ill-fed, ill-school and ill-education which can only be sustained in the embracement of technology resources for development. Hence, Business Education is an integral educational system that equips individuals with productive skills, values, attitudes, knowledge and competencies needed for self-reliance.

Despite the important of modern technology the side effects such as emotional instability, network problems health problems, decreased job productivity, anxiety and others among all cannot be overlooked. However, modern technology serves as a panacea to many challenges facing the nation. Related research is largely concerned with understanding how schools handle the digitalization process and what results come out of it. Whereas several digitalization initiatives have been examined in several countries (EU, 2019; Masters, 2018), including Sweden (Agelli et al., 2019; Wiklund and Andersson, 2018), there is still limited knowledge about how to exploit information and communication technologies (ICTs) and successfully integrate them into education to support teaching and improve students' conditions for learning. Scholars consistently call for further evidence to understand the complexity of technological innovation and change to support improved teaching and learning. It is against this situation that it becomes necessary for the researchers to conduct this study in order to examine integration of modern technology in business education curriculum of college of education for students' self-reliance in Kwara State.

Statement of the Problem

An increasing number of researchers have found that business teachers need to redesign their education and teaching in order to facilitate a new generation of business students. At the same time, several powerful tools such as online assessments or virtual classroom tools are currently available for business teachers to enrich the learning experience of their students. A thoughtful re-design of online and blended learning activities is critical for the attainment of rich learning and hands-on experiences for our future business managers. In order to provide a rich learning experience for a new generation of business students, it is important that content, technology and pedagogy are equally balanced in this present world of work.

Modern technology revolves round the use of internet and other technological resources which are aimed at improving productivity and the application of these in teaching and learning helps to improve the delivery process and in turn assists to better students' performance in the education system for self-reliance. The demands of a well-trained and highly skillful individual in sustaining economic development of a nation cannot be overemphasized and it has direct impact on wealth creation which leads to a decline in poverty, social crime and unemployment through the use of technology. The call for effective utilization and integration of technology in Business Education programme for teaching and learning is to produce well trained manpower in this ever dynamic society for self-reliance.

Also, modern technology integration in Business Education programme for self-reliance in colleges of Education in Kwara State Nigeria leave a lot to be desired. This has been as a result of dearth of trained Business Education students for technology resources, inadequate facilities such as computers, computer laboratories, internet and e-mail facilities, teleconferencing devices, fax and wireless application and problems of multi-media courseware development, virus attack and others among all. To address these problems there is need to examine

integration of modern technology in Business Education curriculum of college of education for students' self-reliance in Kwara State.

Purpose of the Study

The purpose of this study was to examine integration of modern technology in business education curriculum of college of education for students' self-reliance in Kwara State. Specifically, the study sought to:

1. Identify various modern technologies for teaching business education curriculum in Colleges of Education for students' self-reliance in Kwara State.
2. Describe the constraints to effective utilization of modern technology for teaching Business Education curriculum in Colleges of Education for students' self-reliance in Kwara State.
3. Examine the benefits of modern technology for teaching Business Education curriculum in Colleges of Education for students' self-reliance in Kwara State.

Research Questions

The following research questions guided the study:

1. What are the various modern technologies for teaching business education curriculum in Colleges of Education for students' self-reliance in Kwara State?
2. What are the constraints to effective utilization of modern technology for teaching Business Education curriculum in Colleges of Education for students' self-reliance in Kwara State?
3. What are the benefits of modern technology for teaching Business Education curriculum in Colleges of Education for students' self-reliance in Kwara State?

Methodology

A descriptive survey design was used to carry out this study. The population for the study comprised 120 Business Education NCE III students in Kwara State Colleges of Education. Due to the small number of the population all the respondents were used meaning that there was no sample. A 42 items structured questionnaire developed by the researchers: Modern Technology in Business Education Curriculum for Students' self-reliance Questionnaire validated by three (3) experts was used for data collection. The instrument was designed on four (4) ratings scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with the assigned numerical values of 4, 3, 2 and 1 respectively. The pilot study conducted yielded a reliability coefficient of .92 using Cronbach Alpha which was high enough for the instrument to be considered reliable. A total of 120 copies of instrument were distributed to the respondents with the help of two (2) research assistant and the same number was retrieved which represent 100% rate of returned. Descriptive statistics of mean and standard deviation were used to answer the research questions. Therefore, items with mean score of 2.50 and above were considered Agreed while items below 2.50 were considered Disagreed.

Results

Research Question 1: What are the various modern technologies for teaching business education curriculum in Colleges of Education for students' self-reliance in Kwara State?

Table 1: Mean Ratings and Standard Deviation on the various modern technologies for teaching business education curriculum in Colleges of Education for students' self-reliance

S/N	Items	Mean	SD	Remark
1.	Mobile phone	3.50	0.96	Agreed
2.	Cybercafé	3.52	0.99	Agreed
3.	College E-Library	3.60	0.78	Agreed
4.	Networked Printer	3.01	0.51	Agreed
5.	College wifi	3.16	0.81	Agreed
6.	College Hostel wifi	2.59	0.73	Agreed
7.	Department's wifi	3.20	0.71	Agreed
8.	Administrative Office wifi	2.67	0.67	Agreed
9.	Personal Computer	2.88	0.72	Agreed
10.	Electronic Note Pad	3.50	0.96	Agreed
11.	Internet Enabled Television	3.59	0.99	Agreed
12.	Personal Data Assistance (PDA)	3.99	0.78	Agreed
13.	Kindle Reader	3.01	0.51	Agreed
14.	Optical Fibres	3.22	0.61	Agreed
15.	Overhead Projector	3.34	0.73	Agreed
16.	Electronic Notice Board	3.37	0.69	Agreed
17.	Slides	3.16	0.81	Agreed
	Weighted Average	**3.45**	**0.76**	**Agreed**

Source: Field Survey 2023

Result in table 1 showed the various modern technologies for teaching business education

curriculum in Colleges of Education for students' self-reliance with mean ratings ranging from 2.67 to 3.99 and weighted average of 3.45. The respondents however in table 1 indicated that all the items are closely related. Based on the findings, the standard deviations of all items were ranged from 0.51 to 0.99 meaning agreed.

Research Question 2: What are the benefits of modern technology for teaching Business Education curriculum in Colleges of Education for students' self-reliance in Kwara State?

Table 2: Mean Ratings and Standard Deviation of the Respondents on the Benefits of modern technology for teaching Business Education curriculum in Colleges of Education for students' self-reliance

S/N	Items	$\overline{X}$	SD	Remark
1.	Promote economic and business activities for self-reliance	3.00	0.96	Agreed
2.	Provide a consistent feedback between teachers and learners	3.19	0.99	Agreed
3.	Enhance flexibility in teaching learning process	3.09	0.78	Agreed
4.	Help in accessing information anywhere and at anytime	3.08	0.89	Agreed
5.	Enhancing reasoning skills for self-reliance	3.21	0.86	Agreed
6.	Help in improving the quality of	3.11	0.81	Agreed

	materials used for a course			
7.	Embrace teaching from teacher directed approach to students-centered approach	3.01	0.88	Agreed
8.	Enable speedy information delivery	3.04	0.90	Agreed
9.	Increase students' interest in teaching and promoting economy	2.83	0.85	Agreed
10.	Help in linking theory to practice	3.08	0.89	Agreed
11.	Enhance business and marketing research for self-reliance	3.21	0.86	Agreed
12.	Promote E-presentation of business activities for self-reliance	3.11	0.81	Agreed
13.	Assessing students' e-assignment for students' self-reliance	3.01	0.88	Agreed
14.	Encourage visual and audio-visual communication	3.44	0.72	Agreed
15.	Promoting audio communication for group lecture	3.21	0.88	Agreed
	Weighted Average	**2.88**	**0.86**	**Agreed**

Source: Field work 2023

The result in table 2 above revealed that all items were agreed by the respondents on the benefits of modern technology for teaching Business Education curriculum in Colleges of Education for students' self-reliance with a mean score ranged from 2.83 to 3.44 and a weighted mean of 2.88. The standard deviation ranged from 0.72 to 0.99 indicating closeness and agreed.

Research Question 3: What are the constraints to effective utilization of modern technology for teaching Business Education curriculum in Colleges of Education for students' self-reliance in Kwara State?

Table 3: Mean Ratings and Standard Deviation of the Respondents on the constraints to effective utilization of modern technology for teaching Business Education curriculum in Colleges of Education for students' self-reliance

S/N	Items	$\overline{\overline{X}}$	SD	Remark
1.	Virus attack on the technology tool	3.81	1.01	Agreed
2.	Low frequency bandwidth of the internet	3.92	1.11	Agreed
3.	Inadequate technology tools for utilization	3.71	1.07	Agreed
4.	Students' lack of interest in using modern technology for improving their knowledge	3.10	1.05	Agreed
5.	Poor supervision and administration of technology programmes for students	3.50	1.27	Agreed

6.	Lack of in-service conferences and seminars for students on technology utilization	3.05	0.87	Agreed
7.	Unstable power supply for the operation of technology tool	2.92	0.81	Agreed
8.	High cost of technology tools	2.90	1.09	Agreed
9.	Lack of incentives and motivation for students	3.60	1.13	Agreed
10.	Poor management and maintenance of teaching tools	4.10	1.02	Agreed
	Weighted Average	**3.46**	**1.04**	**Agreed**

Source: Field work 2023

Table 3 revealed that the respondents agreed on all the items as the constraints to effective utilization of modern technology for teaching Business Education curriculum in Colleges of Education for students' self-reliance. The mean ratings ranged from 2.90 to 4.10 with a weighted mean of 3.46 while the standard deviation ranged from 0.81 to 1.27 indicating agreed.

Discussion of Findings
Information in table 1 showed that all the items were agreed upon as the various modern technologies for teaching business education curriculum in Colleges of Education for students' self-reliance. Some of these modern technologies are; Personal Data Assistance (PDA), college E-Library, mobile phone, Cybercafé and college WiFi. The finding of table 1 attested to the findings of Apagu and Bala (2015) who posited that various modern technology for

enhancing students' self-reliance include radio, television, computers, overhead projectors, optical fibres, fax machines, CD-Rom, electronic notice board, slides, digital multimedia, video/VCD machine and owing to low cost of purchasing. In the same vein, Adeleke et al. (2020) posited that the modern facilities that is expected to be available in schools should include; networked printer, mobile phones, wifi (wireless fidelity), kindle reader, overhead projector, slides, optical fibres and digital subscriber line to instill in students needed skills required in the world of work towards self-development and self-reliance.

Result in table 2 showed the benefits of modern technology for teaching Business Education curriculum in Colleges of Education for students' self-reliance which include: Promote economic and business activities for self-reliance, Provide a consistent feedback between teachers and learners, Enhancing reasoning skills for self-reliance, Enhance business and marketing research for self-reliance and others among all. This finding agreed with Karkouti (2023) who posited that modern technology facilities empower students, changing teaching and learning processes from being highly teacher-dominated to student-centered. Moreover, the use of technology resources will automatically increase learning gains by learners, creating and allowing for opportunities for the development of their creativity, problem solving abilities, information reasoning skills and communication skills for self-reliance.

The result in table 3 showed that the respondents agreed with the constraints to effective utilization of modern technology for teaching Business Education curriculum in Colleges of Education for students' self-reliance. Some of the constrains for effective utilization of modern technologies are; poor

management and maintenance of teaching tools, low frequency bandwidth of the internet College, virus attack on the technology tool, inadequate technology for effective utilization and lack of incentives and motivation for students . This result is in corroboration with Agelli et al. (2019), who opined that the constraints to effective utilization of technology tools in teaching and learning are incessant power supply, high cost of modern facilities acquisition, poor bandwidth frequency and lack of specialized ICT learning centers.

Conclusion

Based on the findings of the study, it was concluded that with the integration of modern technology in the 21st century there will be promotion in economic and business activities, enhancement of reasoning skills and promotion of business and marketing research for self-reliance and this will strengthen the weak body of educational system in Kwara State, Nigeria.

Recommendations

The following recommendations were made based on the findings of the study:

i.   Supply of computers and accessories should be made adequate and stable by school authorities in collaboration with the ministry of education to enable the operations of the technologies.

ii.   The use technology during teaching learning process should be made compulsory to all Business Educators to enhance students' self-reliance.

iii.   Tertiary institutions should make modern technology service available to avoid poor frequency bandwidth as this will enhance online and group instructional delivery.

iv.   The cost of technology tools should be subsidized by the government.

v.   Business Education students should be encouraged and motivated towards the effective utilization of technology resources to enhance sustainable development.

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