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Challenges of Teaching and Learning Business Education with New Technologies in Rivers State Universities

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Abstract: *This study is concerned with the topic challenges of teaching and learning Business Education with new technologies in Rivers state universities. The study adopted a survey research design. The study covered Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE). The population of the study was 2, 989 and sample size was 341 using Krejcie and Morgan sampling technique. The instrument used was tagged "Challenges of Teaching and Learning Business Education with New Technologies (COTALBEWINT)", with a five point scale of Very High Extent of Challenges (5 Points), High Extent of Challenges (4 Points), Moderate Extent of Challenges (3 Points), Low Extent of Challenges (2 Points), and Very Low Extent of Challenges (1 Point). 341 copies of questionnaire items were face-to-face administered to the respondents and 330 successfully retrieved. Arithmetic mean was used to analyse the research questions, and Standard Deviation used to find out the extent in which scores in the distribution clustered around the means. T-test was adopted as statistical tool. Mean scores of 5.0, 4.0, and 3.0 were seen as Very High Extent of Challenges(VHEC 5Points), High Extent of Challenges (HEC 4Points), Moderate Extent of Challenges (MEC 3Points), while 2.0 and 1.0 were seen as Low Extent of Challenges (LEC 2 Points) and Very Low Extent of Challenges (VLEC 1Point). The decision point was that, any calculated ground mean from 3.0 and above will be rejected and any ground mean below 3.0 will be accepted. Also, any calculated value of T-test that is greater than > the critical table value of 1.96 at 0.05 significant levels such null hypothesis (HO) will be rejected, but if the critical table value is greater than > the computed value such null hypothesis will be accepted. It was discovered that there was high extent high extent of challenges in the availability of new technologies in teaching and learning Business Education and there was also high extent of challenges in the of types of challenges of new technologies in teaching and learning Business Education in Rivers State Universities. Among other things it was recommended that Government and other concerned agencies should ensures new technologies are made available in the right quantities and qualities for the teaching and learning of Business Education and there should be adequate funding, regular training and retraining of teachers in the teaching and learning of Business Education*

Keywords: *Challenges, Teaching, Learning, Business education, New technologies*

1. Introduction

Teaching is an attempt to assist people to acquire some skills, attitudes, knowledge or ideas. Teaching is also an interaction between teachers and students under the auspices and responsibilities of the teacher in order to bring about the expected change in the students` behavior. Teaching profession is an act of relating information to the learner or assisting in the learner of how to do something (Awotua-Efebo, 1999). It involves the process of assisting the learner to gain useful skills, attitudes, knowledge, ideas; values in an arranged or unarranged environment that will assist the learner become an acceptable person to the society as well as be independent in life. Teaching is an exchange of ideas between a teacher and a student(s) on how to learn through the use of instructional methods and technologies. Teaching is an interaction between teachers and students, students and students, students and environment under the auspices and responsibilities of the

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teacher in order to bring about the expected change in the students behavior through the use of instructional methods and technologies (Ukata, 2017). Teaching leads to learning, learning leads to experience and experience to attitude and behaviour.

Theelearningcoach.com (2018) posited that learning is the relatively permanent change in a person's knowledge or behaviour due to experience. This definition has three components: 1) the duration of the change is long-term rather than short-term; 2) the locus of the change is the content and structure of knowledge in memory or the behaviour of the learner; 3) the cause of the change is the learner's experience in the environment rather than fatigue, motivation, drugs, physical condition or physiologic intervention." Teaching and learning of Business Education as employable course depends on the use of instructional methods, environment and technologies which may be old or new technologies. Ugwuogo, (2013) argued that Business Education is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self-employment. Business Education prepares beneficiaries for gainful employment and sustainable livelihood. It is generally seen as education for and about business. Business Education for business is that aspect of vocational education which provides instruction and preparation for office occupations such as secretary, shorthand-typist or stenographer, bookkeeper, data processor, word processor, computer analyst and accountant.

On the other hand, education about business provides knowledge and understanding of the economic, financial, marketing, accounting, management system and other branches of business endeavour. In other words, education about business prepares students to function intelligently as consumers and citizens in a business economy. Amoor (2010) noted that Business Education plays significant role in the economic development by providing knowledge and skills to the learners, thereby, enabling them to adequately impart knowledge to others, and handle sophisticated office technologies and information systems. The goal of Business Education is primarily to produce competent, skilful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. It has as its primary aim for the preparation of people for roles in enterprises such employee, entrepreneur and employer or simply as self-employed in which it content delivery may be impossible without new technologies.

However, over the centuries even with evolution of classroom technologies and management, teachers and students alike have depended on orthodox instructional technologies and techniques such as Beads, Wooden Roller, Counting sticks, striking on the wall with Charcoal and Cane for demonstration etc., and instructional techniques like "talk and write" "listen and take note" "dictate and explain" etc., in teaching course that give entrepreneurial skills which seems grossly inadequate and ineffective. Onyesom and Utoware (2012) posited that; the emergence of new technologies in teaching and learning has revolutionized the entire education system. Onyesom (2014) observed that, great deals of instructional and administrative functions in Business Education are still carried out manually and traditionally. Onyesom further stressed that, lecturers in Business Education programs still depend on the traditional method of "chalk and talk" approach.

This reflects the fact that most Nigerian students for Business Education have acquired overdose of theoretical knowledge which does not seem to match today's demand of global workplaces practical entrepreneurial skills. Ekundayo (2009) also lent his voice that teaching and learning has gone beyond the teacher standing in front of the students and disseminating information to them without students' preparation and participation. Onyesom (2014) maintained that, education penetrating influence of new technologies has impacted on the quality and quantity of teaching, learning and research in conventional and distance education system as a result of its quantum benefits. Business Education program content is an inclusive beneficiary of the said quantum of benefits. The question is, are these benefits free of challenges?. Haagi, Cummings and McCubery (2002), saw new technologies as emerging in most business and have not been exploited, or it is fairly established but businesses have not exploited it. The reasons for not exploitation may not be unconnected with the degree of challenges. Osuala (2004), viewed new technologies as emerging and developing forces. There is absolutely no controversy about the above statement and the fact that software and hardware devices have not only revolutionized education and communication sector but have also brought positive and remarkable changes and achievements in the ways and manner people co-exist and do things in the society.

1.1. Concept of New Technologies

The term "new technology or technologies" according Jegbefume, Utebor and Kifordu (2014), originated from earlier terms such as information technology (IT) and information and communication technology (ICT), which deal with accessing, gathering, manipulating and making available or communicating information. The

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above named authorities said such technologies can be found in a host of devices, software applications, computers and connectivity, as in accessing the internet, local networking, teleconferencing among others. Unwin, (2004), postulated that, new learning technologies are information and communication technologies employed in teaching and learning to enhance the professional development and advancement of teachers and students. New technologies are those contemporary instructional materials that are capable of processing, storing, printing, retrieve, communicate, connect, transmit, transform, access, disseminate information in an accurate and faster manner to both the teachers, students and the larger society

Today, the positive role and position influence of ICT in education domain including Business Education content delivery has brought innovation and creativity in teaching and learning techniques in nursery, primary, secondary and tertiary institutions. Inije (2012) submitted that, information and communication technologies (devices) are dives set of technological devices and resources used for communication to create, disseminate, store and management information. These technological resources that are available for teaching and learning of Business Education content include; e-mail, cell-phone, internet, intranet, extranet, computer, radio, YouTube, interactive CDs, satellite TV, video phone system, PowerPoint, video conferencing and teleconferencing. Igberaharha (2014) added that, technologies that succeed in schools tend to define learners' goals, develop structures to guide students and provide sophisticated measures of learning outcome.

Technologies for learning maximize the active participation of the learner. In fact, such technologies are developed so that they can work for any learner, regardless of the motivation or ability of the particular learner. Technologies for learning are essentially teaching technologies structured to be a reliable device and measure learning outcomes regardless of the context or situation of the learner. Technologies for learner put the learner in control of the instructional process to allow for student-centred. Jegbefume, Utebor and Kifordu (2014) added that, new technologies components have played vital role in educational process, especially as it is related to teaching and learning Business Education content. The application of programmed instructions such as (Mavis Beacon Teaches Typing) in the teaching of Business Education content (secretarial education in computer instruction is a remarkable reference of new technologies and computer relevance to Business Education process.

Other new technologies areas are; (1) Course management system, (2) instant message (IM), (3) Podcast, (4) blogs, (5) E-portfolio (6) Zotero (collect and manage research), (7) Collaborative Authorizing, (8) Social Network tools and (9) Book-marking tools etc. In the opinion of kitchener & Salinger (2003), new technologies motivate and encourage students to be independent learners. Abimadu (1998) said, lecturers who use new technologies in their teaching benefit from the following:

1. Assist less qualified lecturers' classroom management
2. Increase the time lecturers devote to learning
3. Increase teachers' efficiency and effectives
4. Enhance the speed of availability of data information.

Below are some of the areas Business Education content students can use new technologies to their benefits according to Ukata and Kalagbor (2014):

(1) Word processing, (2) Spread-sheet, (3) Data base management, (4) Calendar schedules, (5)Presentation (power point), (6) Publishing and webpage maintenance, (7) Keyboarding (typewriting), (8) Automated accounting, (9) interpersonal and written communication skills, (10) Employability job search techniques, (11) Speed and accuracy writing, (12) Human resources management, (13) Business management skills and (14) Office procedure including records management etc.

1.2. Some New Technologies and Functions

Ikelegbe (2007) categorized the different kinds of information and communication technologies into five basic types as:

1. Sensing Technologies

These are devices that help us to gather information from the environment and translate the information into a form that can be understood by computer. Examples are data collection devices such as scanners, computer keyboards, computer, and mouse. These are technologies that tie together and communication between the various kinds of technologies. Examples include fax (screen etc).

2. Communication Technologies

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Facsimile machine, cellular telephone, computer networks. A network is a group of devices that is linked together. Example is the private branch exchange (PBXB) which is Local Area Network (LAN) which covers several floors within a building or an entire building or ever a campus in case of the school environments. The Wide Area Network (WAN) which covers larger geographical areas and uses telephone line, microwaves and satellite communication network.

3. Analysing Technologies

The computer hardware and software come with this category. Computer takes information from sensing and communication devices and then store and process the information.

4. Display Technologies

These are essential output devices. They make processed data available to human for use either through loud speaker, printer and display screen like photocopying machines.

5. Storage Technologies

This is another important category of I.C.T. They help us to store large quantities of information in a form that can be easily accessed. This is made up of the secondary storage devices such as magnetic tape, magnetic disc, optical disc (CD-ROMs Read Only Memory, VCDs, and Video Compact Disc etc). Lemke (2004) other new technologies for instructional delivery are:

1. Computer Assisted Instruction (CAI)

Is the term used to describe the use of computer to provide instruction to students by simulating teaching and learning. Opportunities in the classroom are in the areas of drift and practice, tutorial, simulation demonstration designing, data collection, analysis and games.

In the case of CMI, Abimbola (1998) observed that students do not receive any instruction from the computer, rather students' instructions are managed using computer. Harold and Oneil (1999) classified the functions performed by CMI into two: Instruction management and Function support. The support for basic group of users, including students' instructions administrators and curriculum developers and evaluators. The instructional management related functions as discussed by Harold and Oneil (1999) including the following:

i. Diagnosis

This is the process by which ranges of instructional alternatives are suggested based on diagnosis to either the students or the teacher.

ii. Performance Monitoring

This involves the process by which an individual and groups rate of progress is watched and supervised closely. Both students and teachers performance are monitored and this supports planning and evaluation.

iii. Resource Allocation/Scheduling

This is the process for allocating of instructional resources specified by the prescriptive process within a particular time frame in order to make the most effective use of the available resources.

iv. Reporting

This involves a process by which one retrieves and updates information used on characteristics of the information via a data system and by which information is tabulated and formulated in a form interpretable by human beings.

v. Data Base Use

Students and teachers can use computer to keep and produce records (i.e. Information storage and retrieval) about current events and other disciplines.

2. Computer Aided Design (CAD)

Another dynamic use of Computer in the classroom is through computer aided design. CAD offers a variety of 3-dimentional and modelling and visualization features. CAD is also successful in instructional

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applications because teachers, designers and students have unlimited access to a wide range of vital design materials and construction techniques that make it possible to explore more advance technical designs.

3. Programming

Computer Programming is the art of conceiving a problem in term of the steps to its solution and expressing those steps as instruction for the computer to follow. Bright man programming language is a collection of commands that directs the control of a computer programmes and run the same on the computer. Students and teacher can develop their programmes using special computer languages like BASIC (Beginner's All-Purpose Symbolic Instruction Code) PASCAL RGP (Report Program Generator), FORTRAN and COBOL. Students will finds it interesting in converting their ideas into executed programmes.

4. Problem Solving

Computer is invading the educational system in a way unparalleled in previous education history. Computer permits students to develop programmes and to suit the programmes to solve numerous problems. Information and Communication Technology are generally accepted as a modern instrumental tool that enables the educators to modify their teaching methods they use in order to increase students' interest and to facilitate learning. Some of the used for learning include:

i. E-Learning

This is the main Information and Communication Technology new education tool for teaching and learning. E-Learning usually refers to structured and managed learning experience and may be provided partially or wholly via a web browser or through the internet or an intranet or multimedia platform such as CD-Rom or DVDs, or other media and communications.

ii. Video Lecture

These are specially prepared lectures that are transmitted live on the internet or can be access from a website at any time. Charts and diagrams etc. can be accessed separately.

iii. E-Library

There are thousands of books that a person can find access via the internet. This is very good for research and it's used to increase knowledge.

iv. Internet

This is a global collection of many types of computer and computer networks that are linked together.

1.3. Challenges of New Technologies in Teaching and Learning Business Education

1.3.1. Inadequate Funding

According to Acharu and Solomon (2014); Amesi, Dorathy and Giami noted inadequate infrastructural (instructional) resources are evidently linked to inadequate funding by Governments. This situation is so bad that funding is usually in response to conditionality's imposed by International Financial Institutions (IFIS). Despite the foregoing, Nigeria still remains a major defaulter in complying with the UNESCO recommendations that at least 26 per-cent of the National Budget must be committed to education.

1.4. Poor Policy Implementation

There is lack of well -articulated educational policy by the Nigerian government. More attention is given to other sectors than to education. This posing problem to the provision of instructional resources especially for the acquisition of entrepreneurial skills.

1.5. Lack of Maintenance Culture

According to Udin and Uwaifor (2007), most equipment and infrastructure in Nigeria are in despair and decay due to poor maintenance culture. Absence of maintenance culture in our school systems has caused a major setback to effective implementation of entrepreneurship programme and new technologies. Equipment that breaks down in public institutions is sometimes difficult to repair. In such case damaged equipment continue to depreciate till it finally become dead. Miller and Akume (2009) noted that all stakeholders in the

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educational sectors are expected to be partners in the maintenance of school equipment while parents and government are to provide finance for maintenance activities. In the same way, school authorities are to detect fault and utilize fully the available equipment

1.6. Corruption in Education System

The Nigeria education system has witnessed unprecedented anomalies in terms of fund diversion, bribery and falsification of unverifiable projects to the personal gains of individuals and to the detriment of education in Nigeria. Corruption has crippled the provision of educational materials to a sorry level that some government owned institutions do not have the necessary materials for effective teaching and learning. Laboratories and classroom are empty, no befitting office accommodation and furniture for lecturers. Priye (2016) lamented that corruption began to have its serious and negative effects on education in the middle and late 1980"s as the psychosocial beast beclouded the minds of those who ruled Nigeria. According to Priye, the scramble to loot as much as possible by those in position of power resulted in the neglect of the educational sector and affected the availability of the desire new technologies negatively.

1.7. Students' Attitudes toward Educational Facilities

The belief that government property is nobody's property sometimes affects the availability, maintenance and continuity of instructional equipment in our tertiary institutions. The syndrome of "it is government property" has become a canker worm eating deep into the very fabric of our educational system as students mishandle equipment and go free. This does result to inadequacy of new instructional materials and the blame to educational authorities. Puyate in Acharu & Solomon (2012) supported this when he opined that "there is little or no concern on the part of government, lecturers and students for the improvement of the present state of facilities in tertiary institutions. Students must be sensitized on how to take good care of educational facilities for the benefit of effective teaching and learning.

1.8. Increase in Students' Enrolment

Business Education of which entrepreneurship is an integral part has been experiencing incremental movement in the number of students" enrolment as a result of the quest for a discipline that can make one self-reliant and productive after graduation. As a result, the number of information and communication technology instructional based equipment such as computers, laboratories and classrooms are always insufficient for effective teaching and learning of Business Education programme.

1.9. Unqualified Teachers

Teachers are critical stakeholders in curriculum implementation. The employment of unqualified teachers to teach business courses is a great disservice to quality of Business Education graduates. It is a well-known fact that most of the higher institutions that offer Business Education programme suffer from shortage of qualified teachers. Business Education has become a dumping ground for all sorts of graduates from different disciplines employed in the name of business educator.

1.10. Poor Students` Background before Admission

Most students have little or no knowledge of the use of new technologies before admission. There are also problem of high cost of ICT equipment, ICT illiteracy among teachers, poor power supply and poor internet connectivity

1.11. Statement of the Problem

Over the centuries even with evolution of classroom new technologies and management, teachers and students have depended on orthodox instructional technologies and techniques such as Beads, Wooden Roller, Counting sticks, striking on the wall with Charcoal and Cane for demonstration etc., and instructional techniques like "talk and write" "listen and take note" "dictate and explain. Today, teaching and learning have been revolutionized because of the introduction of new technologies in the global market. Business Education as a course content that is rooted with entrepreneurial skills cannot be adequately delivered without the use of new technologies. It is on this premise that this study is been carried out to find out the challenges of teaching and learning Business Education with new technologies in Rivers State universities.

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1.12. Purpose of the Study

The purpose of this study is to find out challenges of teaching and learning Business Education with new technologies in Rivers State universities. The study specifically seeks to:

1. Find out the level of significant difference between RSU students opinions and IAUE students on the level of availability of new technologies in teaching and learning Business Education in Rivers State Universities
2. Determine the level of significant difference between RSU students' opinions and IAUE students on the level of types of challenges of new technologies in the teaching and learning of Business Education in Rivers State Universities

1.13. Research Questions

The under stated research questions were posed to guide this study

1. What is the level of significant difference between RSU students' opinions and IAUE students on the level of availability of new technologies in teaching and learning Business Education in Rivers State Universities?
2. What is the level of significant difference between RSU students' opinions and IAUE students on the level of the types of challenges of new technologies in teaching and learning of Business Education in Rivers State Universities?

1.14. Hypotheses

Two null hypotheses were formulated and tested at 0.05 level of significance

1. There is no significant difference between the opinions of RSU students' and IAUE students on the level of availability of new technologies and teaching and learning of Business Education in Rivers State Universities
2. There is no significant difference between the opinions of RSU students' and IAUE students on the level of types of challenges of new technologies and teaching and learning of Business Education in Rivers State Universities

2. Method

The study adopted a survey research design, because it involved finding out if there is difference between the opinions of the two schools concerning the variables under investigation. The study covered Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE). The population of the study was numbered 2, 989 of years 1 to years 4. The breakdown is as stated below using Exploded Pie Chart in 3-D for the presentation of the population

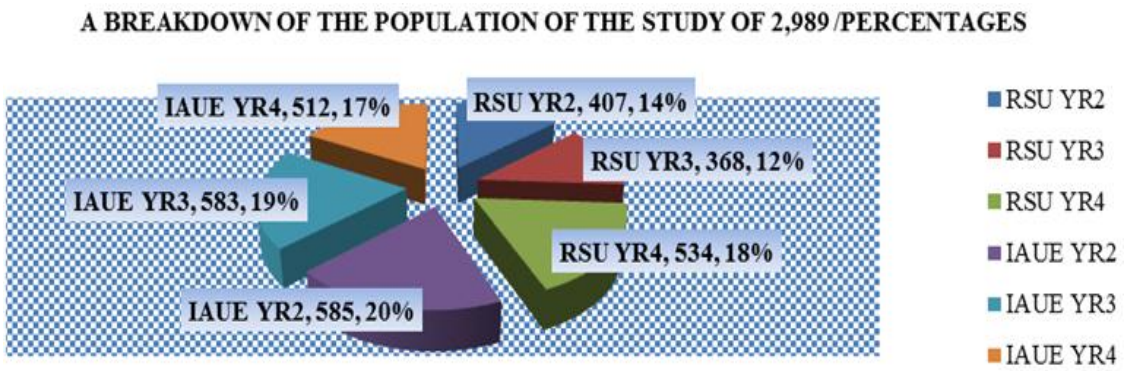

Figure-1. Exploded Pie Chart in 3-D. Presentation of the Population

Sample size was 341 using Krejcie and Morgan sampling technique. The Sample Size is as presented in Exploded Pie Chart in 3-D below:

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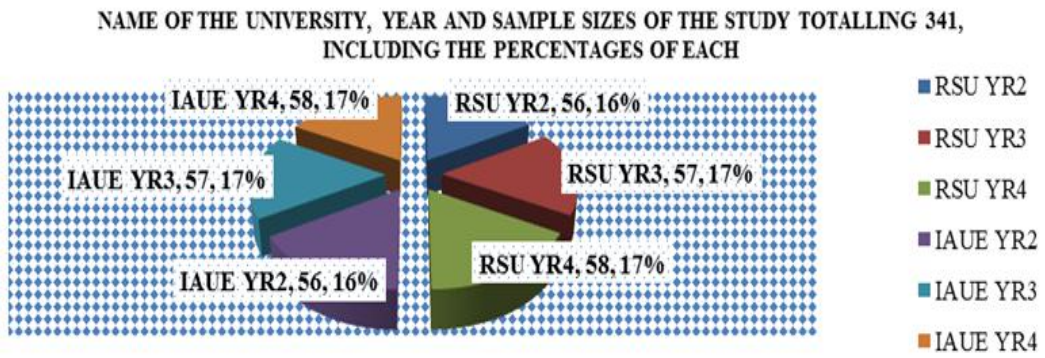

Figure-2. Exploded Pie Chart in 3-D. Presentation of the Sample Size

The instrument used was tagged "Challenges of Teaching and Learning Business Education with New Technologies (COTALBEWINT)", with a five point scale of Very High Extent of Challenges (5 Points), High Extent of Challenges (4 Points), Moderate Extent of Challenges (3 Points), Low Extent of Challenges (2 Points), and Very Low Extent of Challenges (1 Point). The instrument was validated by three experts and a two week field trial of test retest was done to know the internal consistency. 341 copies of questionnaire items were face-to-face administered to the respondents and 330 successfully retrieved. Arithmetic mean was used to analyse the research questions, and Standard Deviation used to find out the extent in which scores in the distribution clustered around the means. T-test was adopted as statistical tool to test the hypotheses to determine the extent of the significant difference between the opinions of the two groups of respondents on challenges of teaching and learning Business Education with new technologies in Rivers State universities. Mean scores of 5.0, 4.0, and 3.0 were seen as Very High Extent of Challenges(VHEC 5Points), High Extent of Challenges (HEC 4Points), Moderate Extent of Challenges (MEC 3Points), while 2.0 and 1.0 were seen as Low Extent of Challenges (LEC 2 Points) and Very Low Extent of Challenges (VLEC 1Point). The decision point is that any calculated ground mean from 3.0 and above will be rejected and any ground mean below 3.0 will be accepted. Also, any calculated value of T-test that is greater than > the critical table value of 1.96 at 0.05 significant levels such null hypothesis (H_0) will be rejected, but if the critical table value is greater than > the computed value such null hypothesis will be accepted.

Research Question 1: What is the level of significant relationship between RSU students' opinions and IAUE students on the level of availability of new technologies in teaching and learning Business Education in Rivers State Universities?

Table 1.
The Level of Availability New Technologies in Teaching and Learning Business Education

N = 165 **TNR = Total Number of Responses**										
SN	**Items Statements**	**VHEC (5)**	**HEC (4)**	**MEC (3)**	**LEC (2)**	**VLEC (1)**	**T N R**	**X**	**SD**	**Remark**
1	Functional Desktop availability in teaching and learning Business Education programme	30 (150)	30 (120)	10 (30)	70 (140)	35 (35)	475	2.8	1.6	LEC
2	Functional Laptops in teaching and learning Business Education	20 (100)	20 (60)	50 (150)	10 (20)	65 (65)	415	2.5	1.5	LEC
3	Functional Palmtop availability in teaching and learning Business Education	155 (775)	10 (40)	0 (0)	0 (0)	0 (0)	815	4.9	2.2	HES
4	Functional Notebook available in teaching and learning Business Education	165 (500)	0 (0)	0 (0)	10 (20)	0 (0)	700	4.2	2.0	HEC
5	Functional Personal Computer in teaching and learning Business Education	120 (825)	45 (180)	0 (0)	0 (0)	0 (0)	825	5	2.2	HEC

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6	Availability of Functional Digital Light Projector (DLP) in teaching and learning Business Education	30 (150)	30 (60)	10 (30)	70 (140)	35 (35)	475	2.8	1.4	LEC
7	Availability of internet connectivity in teaching and learning Business Education	155 (775)	10 (40)	0 (0)	0 (0)	0 (0)	815	4.9	2.1	HEC
8.	Availability of network Studios	120 (825)	10 (40)	0 (0)	0 (0)	0 (0)	815	4.9	2.1	
	Grand mean							**4**		**HEC**

Source: Field Survey, (2018)

In analysing research question one and statement items on table 1, the means and standards deviations from items numbered 1to 8 are as stated below: 1. Availability of functional desktop for teaching and learning Business Education, X=2.8 and SD=1.6, meaning low extent challenges and closeness in the view of the respondents, this is accepted according the cut-off point. 2. Availability of functional laptops, X=2.5 and SD=1.5, meaning low extent of challenges and nearness in the opinion of the students, this is accepted. 3. Availability of functional palmtop, X=4.9 and SD =2.2, meaning high extent of challenges and closeness in views of the respondents, this is not accepted. 4. Availability of notebook, X=4.7 and SD = 2.1 meaning high extent of challenges and nearness in the views of the students, this is not accepted.

5. Availability of function personal computer, X=5 and SD= 2.2, representing very high extent of challenges and nearness in the views of the respondents, this is not accepted. 6. Availability of digital projector, X= 2.1and SD= 1.2, representing low extent of challenges and closeness in the views of the respondents, this is accepted. 7. Availability of internet connectivity, X=4.9 and SD= 2.2, representing high extent of challenges and closeness in the views of the respondents, this is not accepted. 8. Availability of network studios, X= 4 and SD= 2.19, representing high extent of challenges and closeness in the views of the respondent. The grand mean is 4; this means there is a high extent of challenges in the availability of new technologies in teaching and learning Business Education and not accepted.

Research Question 2: What is the level of significant relationship between RSU students' opinions and IAUE students on the level of the types of challenges of new technologies in teaching and learning of Business Education in Rivers State Universities?

Table 2.
The Level of Types of Challenges of New Technologies in Teaching and Learning Business Education

N = 165 **TNR = Total Number of Responses**										
S N	**Items Statements**	**VHEC (5)**	**HEC (4)**	**MEC (3)**	**LEC (2)**	**VLEC (1)**	**T N R**	**X**	**SD**	**Remark**
1	Unqualified Teachers in Business Education programme	20 (100)	10 (40)	20 (60)	20 (40)	90 (10)	250	1.5	1.2	VLEC
2	Increase in students' enrolment in Business Education	110 (550)	55 (220)	0 (0)	0 (0)	0 (0)	770	4.6	2.0	HEC
3	Poor Students` Background Before Admission in Business Education	95 (475)	45 (180)	20 (60)	0 (0)	0 (0)	715	4.3	2.0	HEC
4	Students' attitudes toward educational facilities in Business Education	90 (450)	50 (200)	20 (60)	5 (10)	0 (0)	720	4.3	2.0	HEC
5	Corruption in education system in Business Education	100 (500)	60 (240)	5 (15)	0 (0)	0 (0)	755	4.5	2.1	HEC

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6	Lack of maintenance In Business Education	90 (450)	50 (200)	20 (60)	5 (10)	0 (0)	720	4.3	2.0	HES
7	Poor policy implementation of Business Education	100 (500)	30 (120)	20 (60)	10 (20)	0 (0)	700	4.2	2.0	HEC
8	Inadequate funding of Business Education	100 (500)	60 (240)	5 (15)	0 (0)	0 (0)	755	4.5	2.1	HEC
	Grand Mean							**4.0**		

Source: Field Survey, (2018)

In analysing research question two and statement items, number 1with unqualified teachers has X=1.5 and SD=1.2 representing very low extent of challenges and closeness in the views of the respondents.

2. Increase in students` enrolment, X=4.6 and SD=2.0 representing high extent of challenges and closeness in opinions of the respondents .3. Poor student new technologies background before admission, X= 4.3 and SD= 2.0, representing high extent of challenges and closeness in the views of the respondents 4. Students attitudes towards educational facilities, X= 4.3 and SD= 2.0 representing high extent of challenges and closeness in the opinions of the respondents. 5. Corruption in education, X= 4.5 and SD=2.1 representing high extent of challenges and closeness in the opinions of the respondents. 6. Lack of maintenance, X=4.3 and SD=2.0, representing high extent of challenges and nearness in the views of the respondents. 7. Poor policy implementation, X=4.2 and SD= 2.0 representing high extent of challenges and closeness in views of the students. 8. Inadequate funding, X= 4.5 and SD= 2.1, representing high extent of challenges. Since the grand mean is 4.0 it means there is high extent of challenges in the level of types of challenges of new technologies in teaching and learning Business Education in Rivers State Universities

Hypothesis 1: There is no significant difference between the opinions of RSU students' and IAUE students on the level of availability of new technologies and teaching and learning of Business Education in Rivers State Universities

Table 3.
Summary Table of Calculated T-test on the opinions of RSU and IAUE on the Level of Availability of New Technologies in Teaching and Learning Business Education

SN	SCHOOL	MEAN	SD	N	DF	SE	T-CAL.	T-TAB	DECISION
1	.RSU	**1.2**	**1.0**	165		0.09			
					163		**0.98**	**1.96**	**ACCEPTED**
2	IAUE	**1.3**	**1.1**	165		0.10			

Source: Field Survey, (2018)

The calculated t-test 0.98 is less than (<) the critical table value of 1.96 at 0.05 significant levels. Since the calculated value of t-test 0.98 is less than (<) the critical table value of 1.96, the null hypothesis which stated that there is no significant difference between the opinions of RSU students' and IAUE students on the level of availability of new technologies and teaching and learning of Business Education in Rivers State Universities is upheld

Hypothesis 2: There is no significant relationship between the opinions of RSU students' and IAUE students on the level of types of challenges of new technologies and teaching and learning of Business Education in Rivers State Universities

Table 4.
Summary Table of Calculated T-test on the opinions of RSU and IAUE on the Level of Challenges of New Technologies in Teaching and Learning of Business Education

SN	SCHOOL	MEAN	SD	N	DF	SE	T-CAL.	T-TAB	DECISION
1	.RSU	1.0	1.0	165		0.07			
					163		**0.99**	**1.96**	**ACCEPTED**
2	IAUE	1.3	1.1	165		0.10			

Source: Field Survey, (2018)

The calculated t-test 0.99 is less than (<) the critical table value of 1.96 at 0.05 significant levels. Since the calculated value of t-test 0.99 is less than (<) the critical table value of 1.96, the null hypothesis which stated

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that there is no significant difference between the opinions of RSU students' and IAUE students on the level of types of challenges of new technologies and teaching and learning of Business Education in Rivers State Universities is accepted.

3. Discussion of Findings

From the analysis of research question one, the grand mean showed 4; is representing high extent of challenges in the availability of new technologies in teaching and learning Business Education. This finding is in agreement with the view of Amesi and Giami (2007), who opined that resources and other infrastructure in tertiary institutions offering entrepreneurship education programme are dilapidated, inadequate, over used and a death trap in some cases.

Inadequate and unavailability of new technological resources has made teaching and learning process not to function effectively because students do not acquire the necessary entrepreneurial skills they need to be self-reliant. According to Udin and Uwaifor (2007), most equipment (new technologies) and infrastructure in Nigeria are in despair and decay due to poor maintenance culture. In analysing research question two, the grand mean indicated 4.0. This means that there is high extent of challenges in the level of types of challenges of new technologies in teaching and learning Business Education in Rivers State Universities. This could be the reason Priye (2016) lamented that corruption began to have its serious and negative effects on education in the middle and late 1980"s as the psychosocial beast beclouded the minds of those who ruled Nigeria. Miller and Akume (2009) also noted that all stakeholders in the educational sectors are expected to be partners in the maintenance of school equipment while parents and government are to provide finance for maintenance activities. In addition, Fafunwa (2010) observed that a large number of students are crowded in classrooms, using inadequate and obsolete equipment and with disillusioned teachers.

4. Conclusion

From the finding of the study, it is concluded that there was high extent of challenges in the availability of new technologies and high extent of challenges in the level of types of challenges of new technologies and teaching and learning of Business Education

5. Recommendations

1. Government and other concerned agencies should ensures new technologies are made available in there right quantities and qualities for the teaching and learning of Business Education
2. There should be adequate funding, regular training and retraining of teachers
3. There should be proper policy formulation and implementation about Business Education on students' enrolment, programme content, process and output

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