

CORRELATION BETWEEN ICT AND BUSINESS EDUCATION PROGRAMME IN INSTITUTIONS IN SOUTH SOUTH GEO-POLITICAL ZONE IN NIGERIA

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Abstract

This paper examines the relationship between ICT and business education programme in institutions in the south south geo-political zone of Nigeria. There is no meaningful progress that will be made in the educational sector without adjusting to scientific innovations and discoveries. Therefore, in order to establish a relationship between ICT and business education programme in the institutions in South South Geo-political Zone of Nigeria a survey design was adopted for this research work, two research questions and two null hypothesis were formulated to guide the study. The population of the study was 500. Stratified random sampling was used to select 350 subjects for the study. Descriptive statistics was used to answer the research questions while Pearson Product Moment Correlation (PPMC) was used to answer the null hypothesis. The findings revealed that ICT enhances the status and achievement of business education objectives, also ICT facilities enhances effective teaching of business education. Based on the findings, recommendations such as: schools that offer business education should be adequately equipped with ICT facilities and gadgets in order to enhance effective training of business education students.

Information and communication technology (ICT) is a force that has changed many aspects of the way we live. The impact of computer across the past two or three decades has been enormous. The way this technology operates today in both business and educational world is vastly different from the ways they operated in the past. ICT has the potentials to change the way individuals learn or the way the world communicates and conducts business opportunities. More people are going online to conduct their day-to-day activities as education, business transactions, personal correspondences, research and information gathering and job searches. From the beginning of the computer age, research revealed that for technology to be successful in

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schools it must be tied to school reforms and technology without reforms is without value. (Byran and Bingham 2001).

The possibilities for improving business education programme using ICT (computer application/programming) seem to be boundless and cannot be over emphasized. Therefore, it is important that ICT should be effectively integrated into its curriculum. Oliver and Towers (2000) observed that computer aid in effective teaching and learning. ICT in business education involves the use of internet and networking of computers. Computer promotes efficiency and enhances quality teaching and act as a very good source of information to both students and teachers. On the other hand business education provides students with the basic and practical skills that will enable them gain employment or become employers of labour.

Dike (2009) explained that business education is a planned programme of courses and learning experiences that begins with exploration of career options and supports basic academic and life skills. Ordu, Ikpo and Okiridu (2010) noted that business education is a programme that trains learners to develop occupational skills thereby giving the individual the opportunity to participate in the global competitive market as a productive citizen of the changing society Paul (2002) observed that the use of computer for learning purposes is becoming immersed in the process of learning and as more and more students use computer as source of information and cognitive tools, the influence of computer on supporting how business education students should learn will continue to increase. Jibrin (2006) noted that technology is bringing strong force to bear on its adoption in business education programme. This influences and supports what is being learned in schools and universities, it also influences changes and supports how students are learning. Technology has shifted emphasis from content-centred curriculum to competency-based curricula which are associated with emphasis from teacher-centred forms of delivery to student-centered form.

ICT is an indispensable tool in the management and business education programmes, activities and competencies. In the context of this paper, ICT refers to any tool or any equipment or interconnected system or subsystem of equipment that is used for the automatic acquisition, storage, manipulation, management, movement, control, display, switching, interchange transmission or reception of data on information. Akerele (2008) stated that ICT includes computers, ancillary equipment, software, or hardware, or delicate procedures for major services as well as support services requiring related resources. To this end, this paper seeks to examine the correlation between ICT and business education programme in institutions in South South Geo-political Zone in Nigeria.

Statement of the Problem

The state of progress of educational programmes in institutions in the South South Geo-political Zone in Nigeria offering business education programme faces several problems in relation to technological development. It is rather unfortunate to

observe that business education programme in Nigeria has been too slow in responding to technological revolution in the e-business world. Welle-Strand (2000) observed that entrepreneurs were educated but their knowledge was not current to fit into industrial and business realities. This is in line with Ikpo (2010) who observed that business education graduates are not adequately trained and exposed to technological innovation. It is in the light of the above situation that the correlation between ICT and business education programme in institutions in South South Geo-political Zone in Nigeria is important.

Objectives of the Study

The objectives of the study are to:

1. Determine the relationship between ICT and business education programme in institutions in the south south geo-political zone of Nigeria.
2. Determine the relationship between ICT facilities and teaching business Education in institutions in the south south geo-political zone of Nigeria.

Research Questions

The research work attempts to provide answers to the following questions:

1. What is the relationship between ICT business education programme in institutions in South South Geo-political Zone in Nigeria.
2. What is the relationship between ICT features and the teaching of business education programme in institutions in South South Geo-political in Nigeria.

Research Hypothesis

The following research questions were formulated to guide the study:

HO₁ - There is no significant relationship between ICT and business education programme in institutions in South South Geo-political Zone in Nigeria.

HO₂ - There is no significant relationship between ICT facilities and teaching of business education programme in institutions in South South Geo-political Zone in Nigeria.

Research Method

A survey research design was used for the study. Information from the respondent were obtained using a structured questionnaire on correlation between ICT and business education programme in institutions in South South Geo-political Zone in Nigeria (CICTBEP). The design was appropriate because the practice of survey is a fact gathering investigation (Onwioduokit 2000)

Population and Sample.

The population of the study was 500, 350 business educators and 150 business education students. Stratified random sampling was used to select 200 business educators and 150 business education students in institutions in the South South Geo-political Zone of Nigeria. Two represented 70% of the population.

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Instrumentation for Data Collection

A 12 item questionnaire was designed by the researcher and was used for the collection of information from respondents. A 4-point rating scale was adopted for the study. The ratings were as follows:-

Very Great Extent (VGE) 4 points, Great Extent (GE), 3 point, Some Extent (SE) 2 point, Not at All (NA) 1 point. The instrument was face validated by a specialist in Test and Measurement. Cronbach alpha approach was used to obtain a reliability index of .81coefficient. This reliability was considered good enough for the study.

Data Analysis

For the purpose of this study, Descriptive Statistics and Pearson Product Moment Correlation (PPMC) were used to answer the research question and also testing the two Null Hypothesis at .05 alpha level.

Research Questions 1

What is the relationship between ICT and business education programme in institutions in the South South Geo-political Zone in Nigeria?.

Table 1

Relationship Between ICT and Business Education Programme in Institutions in the South South Geopolitical Zone of Nigeria. (N=269)

Variable	X	SD	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r
ICT (X)	60.10	14.997	13777	916745		0.93
Business education programme (Y)	63.01	14.618	15564	1167812	1033261	

Critical r = 0.1946

Table 1 shows a correlation co-efficient (r) of 0.93 which is a very strong positive relationship. It also shows a mean of 60.1, standard deviation of 14.99 for ICT and 63.01 and 14.62 standard deviation for business education respectively. This implies that the more ICT input in business education programme the more relevance the programme and skills acquired in business education will be.

Research Questions 2

What is the relationship between ICT facilities and the teaching of business education programme in institutions in South South Geo-political Zone in the Nigeria?.

Table 2

Relationship between ICT Facilities and Teaching of Business Education Programme in Institutions in the South South Geo-Political Zone of Nigeria. (N=269)

Variable	X	SD	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r
ICT facilities (X)	59.13	15.02	12657	789577	957608	0.92
Teaching of Business education (y)	50.38	14.81	15564	1167812		

Critical r = 0.1946

Table 2 presents a calculated r-value of .92 and a mean of 59.13 and standard deviation of 15.02 for ICT facilities and a mean of 50.38 and 14.81 standard deviation for teaching business education. This shows a positive relationship. This implies that the adequacy of ICT facilities will enhance effective teaching of business education.

Research Hypothesis 1

There is no significant relationship between ICT and business education programme in institutions in the South South Geo-political Zone in Nigeria.

Table 3

The PPMC Analysis on ICT and Business Education Programme in Institutions in the South South Geo-Political Zone of Nigeria (N=269)

Variable	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r
ICT (X)	13777	916745	1033261	0.93
Business education programme (Y)	15564	1167812		

*Significant .05 alpha level, df = 267

Table 3 shows a correlation co-efficient (r) value of 0.93, df = 267. The critical value of 0.1946 at .05 alpha level is found to be less than the calculated value. Therefore the null hypothesis is rejected. Hence it is concluded that there is a significant relationship between ICT and business education programme in institutions in the south south geo-political zone of Nigeria which offer business education.

Research Hypothesis 2.

There is no significant relationship between ICT facilities and the teaching of business education programme in institutions in South South Geo-political Zone of Nigeria.

Table 4.

The PPMC Analysis on ICT Facilities and the Teaching of Business Education Programme in the South South Geo-political Zone of Nigeria (N = 269)

Variable	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r
ICT facilities (X)	12657	789577	957608	0.92
Teaching of Business education (y)	15564	1167812		

*Significant at .05 alpha level, df = 267..

As presented in Table 4, the calculated correlation co-efficient $r = 0.92$ is greater than the critical correlation co-efficient of 0.1946 at .05 alpha level and $df = 267$. Hence the null hypothesis is rejected. It is therefore concluded that there is significant relationship between ICT facilities and the teaching of business education programme in the institutions in South South Geo-political Zone of Nigeria.

Discussion

Based on the data analyzed, it is concluded that there is a positive and significant relationship between ICT and business education. There is also a positive and significant relationship between ICT facilities and the teaching of business education programme in institutions in the South South Geo-political of Nigeria. These findings are in line with Paul (2002) who noted that ICTs have the potentials to contribute to different facets of educational development and effective learning, promoting efficiency and embracing the quality of teaching. In addition, Oliver and Towers (2000) also noted that the major rationale for having computers in schools was the need to use computers to improve teaching and learning.

The study also revealed that computer assist the process of knowledge creation. McGorry (2002) is also in line with this study that ICT is used as a basis for as knowledge creation in which students and teachers set their own goals, plan their learning activities, build on each other’s ideas to create new knowledge and monitor their current level of understanding in preparation for lifelong learning. The author also concluded that ICT promotes cognitive domain and supports thinking skills.

Conclusion

The research work has made it apparent that institutions offering business education in the South South Geo-political Zone in Nigeria should to revisit their curricular to adequately integrate ICT applications, and offer adequate and effective training to business education students. ICT is all about creating and /or innovations. Business education programme is all about empowerment, skill acquisition and job creation. To date, business education in institutions in the South South Geo-political

Zone in Nigeria has been a static feature in a globalize environment; this has affected the programme from its laudable aims and objectives.

Recommendation

In order to salvage the status of business education programme in institutions in the South South Geo-political Zone of Nigeria, the following recommendations are made:

1. Government, at various level, agencies, stakeholders, voluntary organization should assist by providing computers, ICT gadgets, overhead projector, video tape, CDs and other such equipment to schools offering business education.
2. Curriculum planners should adequately integrate ICT into business education programme. Adequate credit hours should be allowed to the teaching and learning of ICT for skill acquisition.
3. Government should sponsor teachers on seminars, developmental programmes, on the job training and workshops to encourage and update teachers' knowledge and skills.
4. Developing typing skills should be made compulsory to all business education students.

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