ASSESSMENT OF THE APPLICATION OF TECHNOLOGICAL INSTRUCTIONAL RESOURCES IN BUSINESS EDUCATION PROGRAMME IN UNIVERSITY OF BENIN

Osasu Grant, ASUEN
EDU1804397

A PROJECT SUBMITTED TO THE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY. IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR DEGREE IN EDUCATION B.Sc (Ed) BUSINESS EDUCATION

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CERTIFICATION

We the undersigned, certify that this research work was carried out by **Osasu Grant ASUEN** with matriculation number **EDU1804397** in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City, Nigeria in partial fulfillment for the award of B.Sc (Ed) Degree in Business Education.

_____	_____
Prof. V. I. Igbinedion	**Dr. S. B. Abusomwan**
(Project Supervisor)	(Project Coordinator)
Date:_____	Date:_____

_____

Dr. R. O. Owenvbiugie

Head of Department

Date:_____

DEDICATION

This project is dedicated to God Almighty.

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ABSTRACT

The *study investigated the application of technological instructional resources in business education programme in University of Benin. Four research questions were raised to guide the study. Descriptive research design was adopted by the study. The population consists of all 400 level business education students in the Faculty of Education, University of Benin.* 50% of the total population was adopted as the ample for this study using the simple random sampling technique to randomly selected *A questionnaire titled: Assessment of the Application of Technological Instruction Resources in Business Education Programme in University of Benin Questionnaire (AATIRBEPUBQ) was used as instruments for data collection which was validated by the researcher's supervisor. The data collected were analyzed using simple percentage.*

The findings of the study revealed that the level of application of technological instructional resources, including digital tools, e-learning platforms and educational software in the teaching of business education courses is to a very high extent. It also revealed that the primary instructional and infrastructural challenges that impede the effective integration of technological resources in business education programmes at the University of Benin is to a very high extent. It also revealed that the extent integration of technological instructional resources impact on the employability skills of business education students in the University of Benin is to a very high extent.

It was recommended among others that Universities in Nigeria, including the University of Benin, should continue to invest in robust technology infrastructure. Implementation of ongoing professional development programmes for educators to enhance their digital literacy skills and teaching methodologies. Collaboration with industry experts and employers to redesign the business education curriculum. Ensuring that it includes relevant and up-to-date content that prepares students for the demands of the global labor market, with a strong emphasis on technology-related skills. Affordable and equitable access to laptops, tablets, and other necessary devices should be provided to ensure that all students can fully participate in technology-enhanced learning. Training and support programs be offered for students to improve

their technical proficiency. This could include workshops, online tutorials, and mentorship opportunities to help students become more confident and capable in using technology for academic purposes.

CHAPTER ONE

INTRODUCTION

Background to the Study

Over the last two decades, educational researchers and higher education institutions have explored how technological literacy could support teaching and learning allowing students to meet 21st century challenges. In line with this social transformation, the application of digital technologies in personal, organizational and educational environments has become very crucial (Carroll & Conboy, 2020).

Technological instructional resources are electronic tools, systems devices and resources that generate store or process data. Well known examples include social media, online games, multimedia and mobile phones (Teach with digital technologies, 2019). Mary and Neena (2017) described digital instructional technology as any process in which the teacher or learner uses digital equipment such as a computer, (or a Laptop, tablet, MP3 player, or console) to access digital tools such as learning platforms and virtual learning environments (VLEs), and/or learning with digital technology resources to improve students' knowledge and skills. Instructional technologies are those devices used to support teaching and learning (Seymour educate, 2016). Similarly, Sharma and Sharma in Nnajiofor, and Ejikeme (2020) defined technological instructional resources as the system and network devices, instruments, methods and techniques used to achieve certain defined set of learning

objectives. Instructional technology is one of many tools that can enhance the presentation of content and convey information to students. It is, however, merely a tool, which teachers use only in conjunction with effective instruction.

Teaching and learning are the bedrock of education and training. Lecturers and students, including business education students, are supposed to upgrade their skills in the use of modern computer facilities like multimedia, hardware and software among others. The application of instructional technology at the higher institution level requires teachers having knowledge in the course area, as well as an understanding of how students learn using varied instructional resources, and a good level of technical expertise among the teachers.

The integration of technology in teaching is a central matter in ensuring quality of business education courses. There are two equally important reasons for integrating technology into the teaching and learning of business education. Firstly, students would become familiar with the use of technologies, since all jobs in the society today are dependent on technology. Secondly, the teaching of business education utilizing technological resources will improve the quality of business education graduates thereby making them more effective and efficient (Elogbo & Akek, 2019). However, Nwazor and Udegbunam in Umeano and Ifi (2019) saw technology integration as focusing on ‘how’ to use technology to support the way teaching and learning is currently being done in schools. It also enhances the use of

modern instructional mode of teaching and learning in tertiary institutions to meet the demands of the current trends in academics.

Statement of the Problem

The integration of technology in teaching is a central matter in ensuring quality of business programme. But according to Johnson et al in Winter et al (2021), challenges to its use have been identified to include; availability of equipment, access to resources, training and support. Business education teachers and students are no exception. If there is no access to computers and fast internet connections, then implementing online teaching is not feasible. If teachers have not been sufficient trained, they will lack the necessary skills to effectively impact knowledge using technological instructional resources. Working on-line means teachers have to adapt to new pedagogical concepts and mode of delivery of teaching for which they have not been trained (Schlichter, 2020).

Instructional technology devices are of no value to business education students if they are not adequately utilized by their teachers. Researchers in education (Brown, Lewis & Harcleroad, in Omariba, Gitau & Ayot, 2016) have shown that with present inadequate infrastructure, large class sizes, obsolete equipment, shortage of personnel, lack of technologically skilled teachers, gross under-funding and general neglect in public tertiary institutions in Nigeria, it is difficult to intensively achieve the goals and objectives of quality education and training. Similarly, Umeano and Ifi (2019)

lamented that despite increasingly widespread adoption of technologies in virtually every aspect of education, significant challenges are preventing widespread affective implementation. In spite of the importance of the application of digital instructional technologies in improving students' employability skills acquisition of business education students in the new normal, it seems no systematic investigation has been carried to establish the extent of application of digital instructional technologies for teaching of business education students in the new normal.

Purpose of the Study

The purpose of the study is to investigate the level of application of digital instructional materials to the teaching of business education in University of Benin. Specifically the study sought to:

- establish the extent to which technological instructional resources are currently being applied for teaching business education students in University of Benin.
- examine whether business education instructors and students in University of Benin have access to the necessary technological instructional resources, such as computers and fast internet connections.
- identify the challenges that hinder the effective application of technological instructional resources in business education in University of Benin.

- understand the potential effects of using technological instructional resources on the employability skills of business education students in University of Benin.

Research Questions

1. What is the level of application of technological instructional resources, including digital tools, e-learning platforms, and educational software, in the teaching of business education courses at the University of Benin?
2. To what extent do business education instructors at the University of Benin have access to essential technological instructional resources?
3. What are the primary institutional and infrastructural challenges that impede the effective integration of technological instructional resources in business education programmes at the University of Benin?
4. How does the integration of technological instructional resources impact on the employability skills of business education students in the University of Benin?

Significance of the Study

The result of this study will enable government, investors and stakeholders (policymakers, school administrators, instructors and students) of business education assess the level of application of technological instructional resources in business education programme in University of Benin.

This study will be use to the government, school administrators, instructors, parents and students who may want to know how technology can be applied to the teaching of business education programmes.

Firstly, policymakers would benefit from this study as it provides data and insights into the current state of technology integration in University of Benin. They can use this information to make informed decisions about funding, infrastructure development, and policies related to the use of technology in education. Secondly, school administrators can use the study to inform curriculum development efforts. If it shows that certain technological tools or resources are particularly effective in enhancing the quality of education, curriculum designers can incorporate them into the business education programme. Lastly, teachers can benefit from the study by understanding the challenges and opportunities associated with technology integration. This knowledge can guide professional development initiatives, helping teachers acquire the necessary skills to effectively use technology in their teaching. It will help in understanding the impact of technology on student engagement and success, school administrators and teachers can tailor their strategies to better support student learning and achievement.

Scope and Delimitation of the Study

The study seeks to assess the application of technological instructional resources such as Computers and Laptops, Interactive Whiteboards, Tablets and Mobile Devices, E-books and E-readers, Online Educational Websites.

The study will be delimited to all business education lecturers in the Faculty of Education, University of Benin.

Definition of Terms:

Assessment: The process of evaluating or measuring a student's knowledge, skills, or performance to determine their understanding of a subject or topic.

Application: The practical use or implementation of knowledge, skills, or concepts in real-world situations.

Business Education: An academic field or curriculum focused on teaching students about various aspects of business, including management, marketing, finance, and entrepreneurship.

Technological Instructional Resources: Tools, materials, and technologies used to support and enhance teaching and learning, often involving digital or technological components.

Computers and Laptops: Electronic devices capable of processing data, running software applications, and accessing digital information.

Interactive Whiteboards: Digital display boards that allow instructors to present content interactively, often used in classrooms for teaching.

Tablets and Mobile Devices: Portable electronic devices, such as tablets and smartphones, used for various purposes, including accessing educational apps and content.

E-books and E-readers: Digital books and devices designed for reading electronic books, making it easier to carry and access multiple books.

Online Educational Websites: Websites that offer educational content, courses, tutorials, or resources for learning various subjects or skills over the internet.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with review of related literatures on assessment of the application of technological instructional resources in business education programme in University of Benin. This will be discussed under the following subheading:

- Theoretical Framework
- Concept of Technological Instructional Resources
- Concept of Business Education
- Challenges to the Effective Application of Technological Instructional Resources in Business Education
- Effects of Technological Instructional Resources on the Employability Skills of Business Education Students
- Review of Empirical Studies
- Summary of Literature Reviewed

Theoretical Framework

Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) was first proposed by Fred D. Davis in 1986. Fred D. Davis developed TAM as part of his doctoral dissertation at the Massachusetts Institute of Technology (MIT). TAM has since become a widely

used framework for understanding and predicting the acceptance and usage of information technology and various technological innovations.

The Technology Acceptance Model (TAM) is a widely used theoretical framework that seeks to explain and predict users' acceptance and adoption of information technology and technological innovations. TAM is based on the idea that perceived ease of use and perceived usefulness are key determinants of technology acceptance. According to TAM, individuals are more likely to accept and use technology if they perceive it to be easy to use. This perceived ease of use is the user's perception of how effortless it is to interact with and learn to use a particular technology. If a person believes that a technology is user-friendly and requires minimal effort to use, they are more likely to accept it. TAM also posits that users are more likely to accept and use technology if they perceive it as useful in achieving their goals or tasks. If individuals see the technology as beneficial and valuable, they are more inclined to adopt it. In other words, if users perceive a technology as easy to use and useful, they are more likely to intend to use it.

Finally, TAM implies that users' behavioral intention to use a technology is a strong predictor of their actual use of that technology. However, external factors, such as access and availability, can also impact actual use.

Technology Acceptance Model can be used to examine the extent to which technological instructional resources are currently being applied. It can help you

understand the factors influencing instructors' and students' acceptance and use of technology for teaching and learning.

Human Capital Theory

This theory was developed by economists Gary Becker and Theodore Schultz in the 1950s and 1960s and has since been influential in understanding the relationship between education, workforce development, and economic outcomes. Human capital theory is an economic and sociological framework that views education, training, and other investments in human skills and knowledge as investments in individual and societal economic productivity. In Human Capital Theory, "human capital" refers to the stock of knowledge, skills, abilities, and experiences that individuals possess. It is akin to a form of capital, like physical or financial capital, and it is viewed as an asset that can be invested in and grown over time.

The theory posits that individuals and societies make investments in human capital through activities such as education, training, healthcare, and on-the-job learning. These investments are aimed at enhancing individuals' skills and abilities, thereby increasing their economic productivity and potential earnings. Human Capital Theory suggests that individuals and societies can expect returns on their investments in human capital. These returns may manifest as higher wages, better job

opportunities, increased innovation, and improved economic growth. Essentially, higher human capital levels are associated with better economic outcomes.

Education is a central component of human capital investment. Individuals and societies invest in education with the expectation that it will lead to improved knowledge and skills, which, in turn, will translate into higher earnings and economic growth.

Human Capital Theory provides a framework for understanding how investments in education, training, and health contribute to the development of individuals' skills and knowledge, which, in turn, have economic implications for both individuals and societies.

Incorporating Human Capital Theory into this study provides a robust theoretical framework for examining the impact of technological instructional resources on the human capital development of business education students. It explores how these resources influence skills, employability, and economic outcomes, contributing valuable insights for educators, policymakers, and stakeholders involved in business education programmes.

Concept of Technological Instructional Resources

Technology, according to Njoku (2006), could be defined as the application of the scientific method to solving problems in our daily life. The world has gone technological and this has pervaded every field of endeavor including education.

Yang and Wang (2012) stated that technology has been used to achieve success in delivering instructions in the school, colleges, and universities. It is observed that as some of these technologies are becoming outdated, others are emerging with more difficulties of operation and application. The need to employ these new technologies in schools and organizations continues to arise. Despite the importance attached to the use of new technologies, there are risks associated with long use of it (Cassim and Obono, 2011). As these technologies are used in schools, lecturers used them for research purposes, to search for information and prepare lecture notes and as well as for teaching. Where these technologies are not available in schools, lecturers use them at home or in the cyber café.

Technological instructional resources encompass a huge array of devices, software, websites, apps, campus-wide computing services, and cloud services, many of which can be accessed anytime and anywhere. Kurt (2015) opined that technological instructional resources refer to educational resources and materials that are delivered or enhanced through technology. These materials are designed to support teaching and learning processes by leveraging digital tools and technologies. They encompass a wide range of resources that can be used to facilitate and enhance educational experiences.

According to Rosdy (2015), the 21st century has witnessed a profound transformation in the field of education, driven by the rapid integration of

technological instructional resources. These resources encompass a diverse array of digital tools, platforms, and materials designed to revolutionize the way knowledge is shared and acquired. From interactive e-books to sophisticated learning management systems and immersive virtual reality applications, technological instructional resources have ushered in a new era of pedagogical innovation.

In Nigeria, technological resources play a critical role in advancing education, expanding access to learning materials, and preparing students for the digital age. Some technological instructional materials available in Nigerian schools include:

Computers and Laptops

Computers and laptops have become indispensable tools in Nigerian education. They are widely used in schools and universities across the country to enhance teaching and learning. The Nigerian government has made efforts to promote computer literacy and access to technology in education. For example, the National Information Technology Development Agency (NITDA) has implemented initiatives to provide computer labs and training for students and teachers. Computers and laptops facilitate research, online learning, and the development of digital skills, which are increasingly important in the modern workforce. However, challenges such as inadequate infrastructure and limited access in rural areas remain.

Interactive Whiteboards

Interactive whiteboards have gained traction in Nigerian classrooms as interactive teaching tools. They enable educators to create dynamic and engaging lessons by integrating multimedia content, interactive activities, and real-time collaboration. Organizations like the British Council have supported the implementation of interactive whiteboards in Nigerian schools. These tools promote active learning, visual engagement, and interactivity, which can enhance students' comprehension and retention of information. However, the effective use of interactive whiteboards depends on teacher training and ongoing technical support.

Tablets and Mobile Devices

Tablets and mobile devices have made significant inroads into Nigerian education, providing students and teachers with portable, digital learning resources. Several initiatives have distributed tablets to students, such as the Opon Imo ("Tablet of Knowledge") program in Osun State. These devices offer access to e-books, educational apps, and online resources, bridging the digital divide and expanding educational opportunities. However, challenges include the need for reliable internet connectivity and strategies to protect students from digital distractions.

E-books and E-readers

E-books and e-readers have gained popularity in Nigerian education, offering students access to a vast digital library of educational materials. The Joint Admissions

and Matriculation Board (JAMB) introduced e-testing, allowing candidates to take computer-based exams. E-books are particularly beneficial in reducing the weight of textbooks and making learning materials more affordable. However, challenges related to digital content piracy and the need for adequate e-reader devices in schools still need to be addressed.

Online Educational Websites

Online educational websites have become valuable resources for Nigerian students and educators. Platforms like the National Open University of Nigeria (NOUN) offer online courses, making education more accessible to a broader population. These websites provide a wealth of educational content, including video lectures, quizzes, and forums for discussion. While online educational websites have the potential to democratize education, issues of internet access and digital literacy remain barriers, particularly in rural areas.

Traditional educational methodologies once heavily relied on physical textbooks, chalkboards, and face-to-face interactions. However, the advent of digital technology has disrupted these conventional paradigms, giving rise to an innovative ecosystem of educational resources. Today, the spectrum of technological instructional resources encompasses an impressive array of digital assets. From digitized versions of textbooks that can be accessed on a tablet or smartphone to interactive whiteboards that allow for dynamic, multimedia-driven presentations, the

options are vast and versatile. Moreover, online educational platforms and learning management systems have become indispensable tools for educators, enabling them to organize, deliver, and assess content with unprecedented efficiency.

The integration of technological instructional resources has ushered in a new era of empowerment for educators. These resources offer an array of advantages, including streamlined administrative tasks, enhanced content creation capabilities, and the ability to tailor instruction to diverse learning styles and needs. Educators now have the opportunity to craft engaging, interactive lessons that captivate the imaginations of their students.

A study conducted by Hamdan, McKnight, McKnight, and Arfstrom (2013) underscored the transformative potential of digital resources for educators. Their findings revealed that teachers who leveraged digital tools reported not only heightened student engagement and motivation but also improved alignment with learning objectives. Furthermore, these educators gained access to current, up-to-date content that enriched their instructional materials.

Students have also reaped the rewards of this digital revolution in education. The flexibility afforded by online resources allows learners to access materials at their own pace, breaking down barriers to accessibility and accommodating diverse schedules. Moreover, the incorporation of interactive tools and multimedia elements

has democratized the learning experience, making even the most intricate subjects accessible and comprehensible.

A study by Means et al. (2013) demonstrated the substantial benefits of digital resources for students. Their research indicated that students who engaged with digital resources exhibited higher levels of achievement and content retention. Additionally, these learners honed critical thinking skills and demonstrated improved collaboration, reinforcing the notion that technology can be a catalyst for holistic skill development.

Nevertheless, it is imperative to acknowledge that the application of technological instructional resources is not without its challenges. Disparities in access to technology and digital resources persist, particularly in underserved communities, necessitating concerted efforts to bridge this digital divide. Educators may require comprehensive training and professional development to harness the full potential of these resources effectively. Furthermore, concerns related to screen time, digital distractions, and maintaining a balanced learning experience must be thoughtfully addressed.

In summary, technological instructional resources have emerged as powerful catalysts of change within the field of education. Their transformative impact extends across the entire educational spectrum, from educators who find themselves empowered to craft dynamic lessons to students who benefit from personalized, engaging learning experiences. As technology continues to evolve at an

unprecedented pace, the effective integration of technological instructional resources will undeniably play a pivotal role in shaping the future of education. In the subsequent sections of this paper, we delve deeper into specific aspects of these resources, their implications for pedagogy, and the evolving landscape of educational technology.

Instructional media make education more productive by exercising its ability to speed up the rate of learning thereby helping the teacher to make better use of his time taking over some of the teacher's routine job of information transmission. It also makes instruction more powerful by stimulating reality, bringing distant and remote events to students, compressing and expending time, magnifying or reducing the size of objects and many more. It makes learning more immediate by helping to bridge the gap between the world outside and the world inside the classroom. It provides a more scientific base, instructional media avails its framework necessary for designing conditions of learning that are closely based on what is known. By individualizing education, instructional material if properly applied can open diversified way through which individual learning needs are not rather than administrative convenience. It helps in focusing attention and motivating learners when appropriate educational media are used to introduce, develop or conclude a lesson.

Concept of Business Education

Business education is defined as that area of education, which concerns itself with the vocational and professional preparation for a career in business (Atakpa, 2020). Business education is one of the occupational area that are richly provided by Vocational and Technical Education in Nigeria. . It has been a norm that vocational education prepares the individual for the acquisition of practical skills and applied skills as well as different occupations. Ekpenyong (2005) described vocational and technical education as a comprehensive term referring to educational process when it involves in addition to general education, the study of technologies and related science and acquisition of practical skills and knowledge relating to occupations in various sectors of economic and social life. Ibrahim (2013) emphasized that vocational and technical education and business education are synonymous and referred them to as those phases of education that assist in preparing the recipients for occupational employment upon graduation. Since vocational and technical education provides the skills, knowledge and attitudes necessary for effective employment in specific occupation, business education which form the basis for this study is also an aspect of vocational education.

Business education is a course that offers knowledge and competences needed for entry into business occupations of all kinds and prospering in them. Hence, Business education is not business administration nor secretarial course, someone not

formally educated in business concepts and practices can learn how to plan, organize, file, type, budget initiate, control, invest, same and account for his/her business. Adesina (2007), Aluwong (2003), Ibrahim (2003), and Igboke (2000) observed that business education is that aspect of vocational education programme that prepare students for knowledge, skills, understanding and attitudes needed for entry into and advancement in jobs within business. Business education as they noted also prepares and enable students to handle their own business affairs, and function as intelligent consumer and citizens in the economy. However, business education prepare youths for the acquisition of skills needed in the labour market.

According to Okwuanaso and Nwazor (2000), education for business refers to vocational education that is an educational training programme through which recipients could fit into or be employed in four major occupational areas such as book-keeping and accounting jobs, clerical and general office jobs, stenographic and secretarial jobs, distributive and marketing jobs. These courses were offered at private schools, public-owned secondary schools, Polytechnics, Colleges of Education or the University Faculties of: (Education, Administration and Management Sciences). Though, Faculties of Education produce effective teachers of business for other levels of education. Igboke (2000) similarly viewed education for business as a preparation for a career in business when instruction is designed to prepare youths and adults for actual practice in the world of business. Still to Okwuanaso and Nwazor (2000),

education about business is any programme of studies or any publication that offers information to consumers and thereby guides; advices or educates them about the use of money in various business situations. Igboke (2000) added that education about business involves preparation of youths and adults for intelligent and effective consumption of economic goods and services offered to society in our free enterprise economy.

Business education as a programme offered at different levels of educational system (such as the primary, junior and senior secondary schools, three-year colleges of education, two-year ordinary diploma (OND) and higher diploma (HND) in colleges of technology or polytechnics, and in the four-year undergraduate programmes of Universities), is spiced with a lot of lofty objectives. Among which are to: stimulate the interest of pupils by getting them acquainted with business ideas, inculcate the vocational aspects of business desired right from the primary and secondary schools, develop interpersonal relationships and human relations skills, provide students with the orientation and basic skills with which to start a life of work for those which may not undergo further training; impart to the students the basic knowledge of the concepts, theories, principles and practice of accounting, marketing/distributive and office technology management (OTM)/secretarial education. The general trend is for each option's of business education to produce capable and intelligent graduates who possess knowledge, skills, values and attitudes

in the area of business. Therefore, education for business must be directed at the entire range of activities associated with the business world of work.

Challenges to the Effective Application of Technological Instructional Resources in Business Education

Technological infrastructure and facility needed in schools throughout the nation. A key factor in use of technology is sufficient computer labs and equipment. This is to ensure that subject teachers have easy access to technological tools whenever needed (Hennessy, Ruthven, & Brindley, 2005). Lack of adequate technological equipment and internet access is one of the key problems that schools specifically in rural areas are facing now. For example, results of a research show that in Kenya, some schools have computer but this could be limited to one computer in the office only. Even in schools with computers, the student-computer ration is high. In addition, a report by Chapelle (2011) revealed that the schools with technological infrastructure are supported by parents' initiative or community power.

In most schools, technical difficulties sought to become a major problem and a source of frustration for students and teachers and cause interruptions in teaching and learning process. If there is lack of technical assistance and no repair on it, teachers are not able to use the computer for temporarily (Jamieson-Proctor et al., 2013). The effect is that teachers will be discouraged from using computers because of fear of equipment failure since they are not given any assistance on the issue. Türel and Johnson's study (2012) revealed that technical problems become a major barrier for

teachers. These problems include low connectivity, virus attack and printer not functioning. However, there are a few exceptions. Schools in the countries like Netherland, United Kingdom and Malta have recognized the importance of technical support to assist teachers to use technology in the classroom (Yang & Wang, 2012).

In addition, teachers' readiness and skills in using technology play an essential role in the use of technology in education. Teachers need sufficient skills to implement the use of technology and to have high confidence level to use it in a classroom setting. Besides, teachers require insight into the pedagogical role of technology, in order to use it meaningfully in their instructional process (Hennessy, 2015). According to Winzenried, Dalgarno and Tinkler (2010) teachers who have gone through technical trainings are more effective in teaching using technological tools as opposed to those that have no experience in such training. A school in Ireland reported that teachers who did not develop sufficient confidence avoided using technology. Similar case happened in Canada, some teachers admitted they were reluctant to using technology while teaching because they worried they might get embarrassed that the students knew more about the technology than they did (Hennessy et al., 2015).

Level of Integration of Technological Instructional Resources in the Teaching of Business Education Programmee

Integration of technology in education refers to the use of computer-based communication that incorporates into daily classroom instructional process. In

conjunction with preparing students for the current digital era, teachers are seen as the key players in using technology in their daily classrooms. This is due to the capability of technology in providing dynamic and proactive teaching-learning environment (Arnseth & Hatlevik, 2012). While, the aim of technological integration is to improve and increase the quality, accessibility and cost-efficiency of the delivery of instruction to students, it also refers to benefits from networking the learning communities to face the challenges of current globalization (Albirini, 2006). The process of adoption of technology in education is not a single step, it is an ongoing and continuous process will support teaching and learning and information resources (Young, 2003).

Technological integration in education generally means technology-based teaching and learning process that closely relates to the utilization of learning technologies in schools. Due to the fact that students are familiar with technology and they will learn better within technology-based environment, the issue of technological integration in schools is vital. This is because the use of technology in education contributes a lot in the pedagogical aspects which will lead to effective learning with the help and supports from technological elements and components (Jamieson-Procter et al., 2013). It is right to say that almost all ranges of subjects' starts from mathematics, science, languages, arts and humanistic and other major fields can be learned more effectively through technology-based tools and equipment. In addition, technology provides the help and complementary supports for both teachers and

students where it involves effective learning with the help of the computers to serve the purpose of learning aids (Jorge et al., 2003).

Computers and technology do not act as a replacing tools for quality teachers but instead they are considered as an add-on supplements needed for the better teaching and learning. The need for the integration of technology in education is crucial, because with the help of technology, teaching and learning will not only happen in the school environment, but also can happen even if teachers and students are physically in distance. However, technological integration is not a one-step learning process, but it is a continual process of learning that provides proactive teaching-learning environment (Young, 2003). Technology can be used in various ways where it helps both teachers and students to learn about their respective subject areas. A technology-based teaching and learning offers various interesting ways which includes educational videos, stimulation, storage of data, the usage of databases, mind-mapping, guided discovery, brainstorming, music, World Wide Web (www) that will make the learning process more fulfilling and meaningful (Finger & Trinidad, 2002). On the other hand, students will benefit from technological integration where they are not bounded to the limited curriculum and resources, instead hands-on activities in a technology-based course is designed to help them to stimulate their understanding about the subject. It also helps teachers to design their lesson plans in an effective, creative and interesting approach that would result in students' active

learning. Previous researches proved that use of technology in teaching will enhance the learning process and maximizes the students' abilities in active learning (Jamieson-Procter et al., 2013)

Effects of Technological Instructional Resources on the Employability Skills of Business Education Students

New technologies in business education are designed to prepare students for a variety of careers in high-tech business offices. No doubt the emergence of new technologies such as modern computers, word processor, the internet, automobile teller machines, reprographic machines, micrographic machines, accounting machines, the modern telephonic system, including handset and multimedia among others, have not only revolutionized the office environment but have also brought changes in the ways people are doing things (McCubbrey, (2002).

The society is generally technology-driven and in order to keep abreast of these changes, there must be a restructuring in the knowledge and skills given to learners/students in business education. Electronic office (e-office) is one of the phenomena of the 21st century which is paperless office approach in which every office work is done with use of computer. It is based on this that most business education departments in tertiary institution are building ICT centers, improved computer laboratories as well as offering professional courses in computer studies to produce students/graduates that can easily adapt in their ever changing business environment.

Business education is a component of vocational education programme that prepare an individual for career in business and also to be intelligent consumers of economic goods and services. Business education provides students with the needed competencies, skills, knowledge, understanding and attitudes to perform as workers in industries, civil service and also as proprietors of business. Business education is worked-focused, skill-based, result oriented and technology based (Ugwoke, 2011). The competitive business environment is subject to change, this is because change is the only constant factor in life. Education is seen as instrument per excellence in preparing citizens for effective roles in the society. One form of education that equips its recipients to adapt to the changing world of work is business education. According to Osuala (2009), business education is a program of instruction which consist of two parts:

(a) **Office Education**: A vocational education programme for office careers through initial, refresher and upgrading education leading to employability and advancement in office occupation.

(b) **General business education:** A programme to provide students with information and competencies which are needed by all in managing personal and business affairs and in using the services of the business world.

However, for business education program to remain relevant in providing the needs of individuals and that of the society, they must embrace current trends (new technologies) in the academic and economic demands of the society.

According to Owojori (2011), business education teachers and practitioners should expect rapid changes in the state of the arts in the world of work and the classrooms in this 21st century more than the changes that occurred in the past centuries together. According to him, "with several researches and studies going into reducing the strains and stresses at the work place, we should expect serious emerging trends and challenges in business education". Owojori (2011) stresses further that business educators should expect more challenges posed by telecommunications in recent years than the challenges of the future. The ever-changing role of technology continues to be a challenge for all educators especially business educators. Business education teachers are constantly required to update their software and hardware skills as well as learn new information-based technologies. The incorporation of this knowledge and the constant maintenance and updating of hardware is a real challenge for business educators.

Review of Empirical Literature

Christopher (2013) in the study of the effects of constraints to acquisition of digital resources in academic Libraries in Southern Nigeria using a sample size of 22 respondents in a 40-sized respondent population, reported that gift and purchase were

the best means of resource acquisition in the libraries 54.5% with lack of funds as the major acquisition problems amounting to 54.5%.

In another study involving students and faculty members of library science department at the Covenant University Library, Opeola (2013) noted that the university have several computers and internet connection for use by both students and staff, but highlighted that the lowest digital usage of educational resources was in the area of electronics database. The faculty respondents with the highest frequency of 40 (representing 80%) used the internet to update knowledge, while the highest student respondents of 177 (76.7%) used the internet to complete projects. Electronic databases could not be individually acquired by students and faculty staff members of the faculty, couple with the needed training of library staff as well as students on the use of computer software.

Further, Krubu and Osawaru (2011) identified technological resources and their utilization at John Harris Benson Idahosa University as search engine, internet, CD-ROM, Online database, World Wide Web. These facilities are used to acquire, store, process, retrieve and disseminate information. Insufficient funding was one of the major findings from a study carried out on the problems militating against the application of Digital resources in Nigeria secondary schools up to other higher institutions of learning owned and operated by both public and private authorities; this is responsible for up to 33.3% of the problems facing schools. The funding problem is

closely followed by the epileptic power supply of 29.2%, lack of search skills of 12.5%, automation at infancy level 10.4%, and technical know-how of 8.3 %. Kruba & Osawaru, (2011) found out that only a few public libraries in South South Nigeria are computerized and do make effective use of the internet. He added that the institutions are not adequately funded as computers are not available and the libraries lacking developed man power due largely to insufficient funds to acquire and activate the facilities where they exist. He identified availability of computers, internet, CD-ROM, emails, Microfilm, Microfiche, Videotapes and slid projectors as facilities available in few schools but concluded that the facilities are used mostly for exhibitions and technical training during workshops and seminars.

In addition, Ojedekun, Ayoku and Okafor, (2015) asserted that many teachers do have the knowledge on the use of e-mail and word processing and skills in general computer operation but lack the knowledge of search engine utilization, web-site development and designing and also do not possess the needed skills of accessing specialized websites for critical information that help influence their effectiveness. Specialized Science site cannot be accessed by these teachers for meaningful information reporting and programming, the authors concluded.

Summary of Literature Reviewed

The integration of technological instructional resources in education, has revolutionized teaching and learning. These resources include various digital tools

and materials, such as computers, e-books, interactive whiteboards, and online platforms, which enhance engagement, accessibility, and interactivity. In Nigeria, these resources are transforming traditional teaching methods, offering personalized learning experiences and expanding access to educational materials. Both educators and students benefit from these tools, with increased engagement, improved content retention, critical thinking skills, and collaboration.

Business education in Nigeria is a specialized field within vocational and technical education, preparing individuals for diverse careers in business. It goes beyond administrative roles, equipping students with practical skills, financial knowledge, and the ability to contribute to the economy. Education for business spans various levels of schooling, from secondary to tertiary institutions, focusing on stimulating interest, developing vocational skills, and imparting fundamental knowledge. The ultimate goal is to produce graduates capable of excelling in the dynamic world of business, whether in employment or entrepreneurship.

However, integrating technology in education presents challenges, including the need for adequate infrastructure, technical support, and teacher readiness. Many schools, particularly in rural areas, face resource shortages and technical difficulties. Teachers must possess sufficient skills and pedagogical understanding of technology to effectively utilize it in teaching. The integration of technology in education aims to create dynamic learning environments, improve accessibility, and connect global

educational communities. It enhances teaching and learning, empowers students with broader access to resources, and supports teachers in designing engaging lessons for improved learning outcomes.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter examined the methods and procedures involved in the collection of data and other materials under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Method of data Collection
- Method of Data Analysis

Research Design

The research design used in this study was the descriptive survey research design. Descriptive survey research design involve collecting data from existing phenomena in a natural setting, in order to test hypotheses and answer research questions raised in the study. This type of research attempted to report things the way they are.

Population of the Study

The population consists of all 400 level business education students in the Faculty of Education, University of Benin.

Sample and Sampling Technique

The sample for the study comprised all 400 level business education students in Faculty of Education, University of Benin. The study adopted the simple random sampling technique to randomly selected 50% of the total population.

Research Instrument

The instrument for the study was questionnaire. The questionnaire was made up of two sections. Section A designed sought for the demographic factors while section B was a four-point like scale type designed to elicit opinions on the application of technology instructional resources in the teaching and learning process. A total of twenty (20) items were generated for factors of interest being considered

Validity of instrument

Validity of instrument was the degree to which a test measure what it is supposed to measure. To meet this objective adequately, the instrument was validated by the supervisor who examined the questions against the objective.

Method for Data Collection

The survey instrument was used for this study that is the questionnaire was handed over to each respondent to fill in their responses. The respondents were informed to be anonymous, that the data gathered were purely for academic work and that all the information given in the questionnaire would be treated in strict

confidence. All the questionnaires were collected at the spot after the respondents have finished filling them.

Method of Data Analysis

The data obtained were analyzed using simple percentage. This method was chosen considering the nature of the research questions in the study. The responses to each item were tallied to determine the frequency of responses and the percentages of the overall responses to a particular item was noted. The item with the highest percentage was chosen as representing the majority on any issue examined.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSI ON OF FINDINGS

This chapter presents the responses to the administered questionnaire. Data presented where analysed using SPSS data analysis software tool and the result of analysis are discussed under the following sub-headings

- Bio-data Analyses
- Answering of Research Question
- Discussion of Finding

Bio-data Analyses

The bio-data analysis is analysed using simple percentage. The result is presented in Table 1-2

Table 1: Percentage distribution of respondents by gender

GENDER	FREQUENCY	PERCENTAGE
MALE	56	56%
FEMALE	54	54%
TOTAL	100	100%

Source: Field study, 2023.

The above table shows the percentage and frequency distribution of the gender of respondents, male 56 and has 56% while the female gender of respondents is 54 and has 54%.

Table 2: Percentage Distribution of Respondents by Age

AGE	FREQUENCY	PERCENTAGE
18-25	76	76%
25 & ABOVE	24	24%
TOTAL	100	100%

Source: Field study, 2023.

The above table shows the percentage and frequency distribution of the levels of respondents, 18 to 25 are 76 and has 76% while age 25 and above are 24 and has 24%

ANSWERS TO RESEARCH QUESTIONS

Data collected to answer the research questions was answered using mean and standard deviation. The results are shown in Tables 3 to 6.

Research Question 1

To what level of application of technological instructional resources, including digital tools, e-learning platforms and educational software in the teaching of business education courses at the University of Benin.

Table 3: Data showing level of application of technological instructional resources, including digital tools, e-learning platforms and educational software in the teaching of business education courses

S/N	ITEM STATEMENT	N	X	S.D	DECISION
1	Technological resources are effectively integrated into the business education curriculum in University of Benin	100	2.7000	.95874	**HIGH EXTENT**
2	E-learning platforms are frequently used for course materials in business education courses at the University of Benin	100	2.9800	.65103	**HIGH EXTENT**
3	Educational software are available for business education programmes in the University of Benin to effectively enhance learning experience	100	2.7700	.81470	**HIGH EXTENT**
4	The application of technological instructional resources in the business education programme in University of Benin is satisfactory	100	2.7700	.88597	**HIGH EXTENT**
5	The University of Benin provides training for instructors to integrate technological instructional resources into their teaching of business education courses	100	3.3300	.77921	**HIGH EXTENT**

Source: Field study,2023

Research Question 2

To what extent do business education instructors at the University of Benin have access to essential technological instructional resources

Table 4: Data showing the extent do business education instructors at the University of Benin have access to essential technological instructional resources

S/N	ITEM STATEMENT	N	X	S.D	DECISION
6	Computers and internet connectivity are readily available for business education instructors at the university of Benin within their work spaces	100	2.9300	1.08484	**HIGH EXTENT**
7	Business education instructors at the university of Benin have access to up-to-date computer hardware and software for instructional purposes	100	2.3600	.95896	**HIGH EXTENT**
8	The university effectively addresses issues related to the availability and reliability of internet connectivity within business education facilities	100	2.4800	.97938	**HIGH EXTENT**
9	Digital libraries, database, and online research resources are accessible to business education instructors in the university of Benin	100	2.6500	1.11351	**HIGH EXTENT**
10	Business education instructors have access to technical support and troubleshooting assistance for technology related issues	100	2.6300	1.03138	**HIGH EXTENT**

Source: Field study, 2023.

Research Question 3

To what extent do the primary instructional and infrastructural challenges that impede the effective integration of technological resources in business education programmes at the University of Benin

Table 5: Data showing the primary instructional and infrastructural challenges that impede the effective integration of technological resources in business education programmes

S/N	ITEM STATEMENT	N	MEAN	S.D	DECISION
11	Lack of awareness and willingness among business education instructors to embrace technological innovations is a hindrance to effective integration	100	2.8600	.97463	**HIGH EXTENT**
12	The University of Benin prioritizes professional development and training programmes for instructors to enhance their technology integration skills in business education	100	2.8900	.63397	**HIGH EXTENT**
13	The University of Benin effectively handles technical support and troubleshooting for technological resources used in business education programmes	100	2.5800	.75452	**HIGH EXTENT**
14	Institutional policies are perceived as supportive in the integration of technological instructional resources in business education	100	2.6800	.86316	**HIGH EXTENT**
15	Instructors are satisfied with the university's overall efforts to address infrastructural resources in business education programmes	100	2.5300	.86987	**HIGH EXTENT**

Source: Field study, 2023

Research Question 4

To what extent does the integration of technological instructional resources impact on the employability skills of business education students in the University of Benin

Table 6: Data showing the integration of technological instructional resources impact on the employability skills of business education students

S/N	ITEM STATEMENT	N	MEAN	S.D	DECISION
16	Business education instructors believe that the integration of technological instructional resources enhances the digital literacy skills of students	100	3.4300	.79462	**HIGH EXTENT**
17	Technological integration in business education programme coursework enhances the ability of students to work collaboratively with peers	100	3.1300	.69129	**HIGH EXTENT**
18	Technological resources aid in the development of critical thinking and problem solving skills among business education students	100	2.9600	.98391	**HIGH EXTENT**
19	Technological integration in business education programme helps students adapt to changing technological tools and platforms in the workplace	100	3.1500	.92524	**HIGH EXTENT**
20	Technology integration in business education programmes coursework contributes to the understanding of industry specific software and tools	100	3.0000	.85280	**HIGH EXTENT**

Source: Field study, 2023.

Discussion of Findings

The results of analysis of data collected on the basis of all the issues raised have been quite interesting and informative. In the first place on the level of application of technological instructional resources, including digital tools, e-learning platforms and educational software in the teaching of business education courses revealed that to a very high extent level of application of technological instructional resources, including digital tools, e-learning platforms and educational software in the teaching of business education courses. This finding is in consonance with the findings of Arnseth and Hatlevik, (2012); Albirini, (2006); and Young, (2003).

Secondly, findings revealed that to a very high extent business education instructor at the University of Benin have access to essential technological instructional resources. This finding is in consonance with the studies of Jorge et al., and Jamieson-Procter et al., (2013)

Thirdly, it was revealed the primary instructional and infrastructural challenges that impede the effective integration of technological resources in business education programmes at the University of Benin is to a very high extent. This finding is in line with the studies carried out by McCubbrey, (2002).

Finally, analyses of data also showed the extent integration of technological instructional resources impact on the employability skills of business education

students in the university of Benin is to a very high extent. This finding is in line with the studies carried out by Ugwoke, (2011).

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATION

This chapter focuses summary, conclusion and recommendations.

Summary

This study was meant to assess the application of technological instruction resources in business education programme in University of Benin.

To achieve this objective, four research questions five null hypotheses were formulated to guide the study. The descriptive survey research design was employed for this study. The population of the study was made up of all 400 level business education students in University of Benin. The simple random sampling technique was adopted by the study to select a sample size. A structured questionnaire titled Assessment of the Application of Technological Instruction Resources in Business Education Programme in University of Benin Questionnaire (AATIRBEPUBQ) was used for data collection.

The instrument for data collection was validated by the researcher's supervisor, corrections and suggestions were incorporated into the final instrument. The instrument was administered once to 50 business education students and their responses was scored and analyzed using simple percentage. The instrument was administered to the respondents with the help of a trained research assistant who

helped in distributing and retrieving the instrument. It was administered and retrieved the same day.

Findings

Consequent upon the foregoing the study made the following findings:

1. There is a very high extent to the level of application of technological instructional resources, including digital tools, e-learning platforms and educational software in the teaching of business education courses.
2. The primary instructional and infrastructural challenges that impede the effective integration of technological resources in business education programmes at the University of Benin is to a very high extent.
3. The extent integration of technological instructional resources impact on the employability skills of business education students in the University of Benin is to a very high extent.

Conclusion

The findings of this study not only shed light on the state of business education at the University of Benin but also serve as a broader call to action for Nigerian higher education. They emphasize the importance of continued investment in technology infrastructure, professional development for educators, and curriculum redesign to ensure that graduates are not only well-prepared for the challenges of the global labor market but can also contribute to the technological advancement of

society. By addressing the challenges faced by students and capitalizing on the significant influence of technology on teaching, Nigerian institutions can strive to produce high-quality graduates who are competitive on a global scale.

One of the standout findings of the study is the high level of application of technological instructional resources in teaching at the University of Benin. This suggests that the institution is actively integrating technology into its teaching methods, which can enhance the learning experience and prepare students for the digital age. The study also highlights the significant positive impact that the application of technological instructional resources has on teaching. This underscores the importance of technology in improving pedagogy, increasing student engagement, and fostering a more dynamic and interactive learning environment. The positive influence of technology aligns with global trends in education.

The study also reveals that despite the high application of technology, business education students encounter certain challenges in the application of technological instructional resources. These challenges could encompass issues related to access, technical proficiency, or effective integration of technology into the curriculum. Identifying and addressing these obstacles is crucial for ensuring that students can fully benefit from technological resources.

The urgent need for the Nigerian government and educational stakeholders to develop persuasive strategies should be underemphasized. These strategies should

focus on addressing the challenges faced by business education students and further enhancing the integration of technological instructional resources in teaching. This urgency stems from the recognition that technology is now an integral part of society, and students must be adequately prepared to thrive in a technology-driven world.

Lastly, in a globalized economy, where digital skills and technological literacy are in high demand, graduates need to be well-equipped to compete effectively. The ability to harness technology for problem-solving and innovation is a key asset in the contemporary job market.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Universities in Nigeria, including the University of Benin, should continue to invest in robust technology infrastructure. This includes providing access to reliable internet, updated computer labs, and up-to-date software and hardware to support effective teaching and learning.
2. Implementation of ongoing professional development programmes for educators to enhance their digital literacy skills and teaching methodologies. This will enable them to effectively integrate technology into their teaching practices.

3. Collaboration with industry experts and employers to redesign the business education curriculum. Ensuring that it includes relevant and up-to-date content that prepares students for the demands of the global labor market, with a strong emphasis on technology-related skills.
4. Issues related to access to technological resources for students should be addressed. Provide affordable and equitable access to laptops, tablets, and other necessary devices to ensure that all students can fully participate in technology-enhanced learning.
5. Training and support programs be offered for students to improve their technical proficiency. This could include workshops, online tutorials, and mentorship opportunities to help students become more confident and capable in using technology for academic purposes.
6. Faculty members should be encouraged to explore innovative ways to integrate technology into their courses. Provide incentives for instructors who develop and implement effective technology-driven teaching

strategies that engage students and enhance learning outcomes.

7. Government support and funding for higher education should be increased, specifically in the areas of technology integration and infrastructure development. Highlighting the importance of technology in shaping the future workforce and national development.

8. While technology skills are crucial, the development of soft skills such as critical thinking, communication, and problem-solving should not be neglected. Encouraging a holistic education approach that combines technological proficiency with essential interpersonal skills.

By implementing these recommendations, Nigerian higher education institutions can better prepare their students to excel in a technology-driven world, foster innovation, and contribute to the country's economic development.

Suggestion for Further Research

Further researchers wishing to undertake a study on technological instructional resources should strive to investigate the influence of technological instructional resources on job performance, influence of technological instructional resources on social behavior of student, influence of technological instructional resources on problem solving abilities of student, and the positive and negative influence of technological instructional resources on student who are not yet expose to internet.

With a larger sample, the researcher should make sure that the participant to be used when carrying this study should be familiar with the use of technological instructional resources and the traditional method of learning, to test whether it does actually influence their performance in academic or job satisfaction.

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APPENDIX I

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY

Assessment of the Application of Technological Instruction Resources in Business Education Programme in University of Benin Questionnaire (AATIRBEPUBQ)

Dear Respondent,

I am a student of Business Education, Faculty of Education, University of Benin, Benin Citycurrently conducting a survey on the above titled research. Kindly find below set of self-explanatory questions that will not take much of your time to answer.

Your kind and unbiased response would be valued as it will expressively contribute in the direction of achieving of the above-mentioned objective of the study. Please note that your response will be preserved with firmness of confidence, therefore do not put down your name of on the questionnaire.

Thank you.

INSTRUCTION
Please tick (✓) in where necessary.

Section A: Demographic Data
Gender: Male ( ) Female ( )
Age: 18 – 25 ( ) 26 & above ( )

SECTION B:
Please tick the most appropriate response as per the scale below.
VHE- Very High Extent, HE- High Extent, LE- Low Extent, VLE- Very Low Extent

What is the level of application of technological instructional resources, including digital tools, e-learning platforms, and educational software, in the teaching of business education courses at the University of Benin?

S/N	ITEMS	VHE	HE	LE	VLE
1.	Technological resources are effectively integrated into the business education curriculum in University of Benin				
2.	E-learning platforms are frequently used for course materials in business education courses at the University of Benin?				
3.	Educational software are available for business education programmes in the University of Benin to effectively enhance learning experience				
4.	The application of technological instruction resources in the business education programme in University of Benin is satisfactory				
5.	The University of Benin provides training for instructors to integrate technological instructional resources into their teaching of business education courses				

To what extent do business education instructors at the University of Benin have access to essential technological instructional resources?

S/N	ITEMS	VHE	HE	LE	VLE
1.	Computers and internet connectivity are readily available for business education instructors at the University of Benin within their workspaces?				
2.	Business education instructors at the University of Benin have access to up-to-date computer hardware and software for instructional purposes				
3.	The university effectively addresses issues related to the availability and reliability of internet connectivity within business education facilities				
4.	Digital libraries, databases, and online research resources are accessible to business education instructors in the University of Benin?				
5.	Business education instructors have access to technical support and troubleshooting assistance for technology-related issues?				

What are the primary institutional and infrastructural challenges that impede the effective integration of technological instructional resources in business education programmes at the University of Benin?

S/N	ITEMS	VHE	HE	LE	VLE
1.	Lack of awareness and willingness among business education instructors to embrace technological innovations is a hindrance to effective integration				
2.	The University of Benin prioritizes professional development and training programmes for instructors to enhance their technology integration skills in business education?				
3.	The University of Benin effectively handles technical support and troubleshooting for technological resources used in business education programmes				
4.	Institutional policies are perceived as supportive in the integration of technological instructional resources in business education				
5.	Instructors are satisfied with the university's overall efforts to address infrastructural challenges hindering the integration of technological instructional resources in business education programmes				

How does the integration of technological instructional resources impact on the employability skills of business education students in the University of Benin?

S/N	ITEMS	VHE	HE	LE	VLE
1.	Business education instructors believe that the integration of technological instructional resources enhances the digital literacy skills of students				
2.	Technological integration in business education programme coursework enhances the ability of students to work collaboratively with peers				
3.	Technological resources aid in the development of critical thinking and problem-solving skills among business education students				
4.	Technology integration in business education programme helps students adapt to changing technological tools and platforms in the workplace				
5.	Technology integration in business education programme coursework contributes to the understanding of industry-specific software and tools				

APPENDIX II

Scale: RELIABILITY SCALE

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.842	20