

**IMPACT OF COMPUTER ON BUSINESS EDUCATION STUDIES: A STUDY OF ENUGU  
URBAN**

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**Abstract**

*The business world has gone global making the use of computer and information communication technology a necessity. It is based on this that this research investigated on the impact of computer on business education studies. In the bid to realize the main objectives of this research, questionnaires were distributed, retrieved and analyzed using simple percentage and tabulation. The study was guided by four research questions. The population consisted of 50 lectures and students and there was no sampling sine the population was not to large. The result of the study showed that most of the tertiary institutions in Enugu Urban that are offering business education studies do offer computer as a course and are opportune to have access to computer facilities and equipment, it is also various business software such as Accounting Software, Business Management Software, and Stock Information Software. It is based on the findings of the study, conclusions were drawn and recommended that business software such as inventory management software; stock information system e should be introduced to the business education studies department to give the student the opportunity to enhance their ability on the use of computer.*

**Introduction**

The vitality of computer in business education can never be overemphasized. The educational sector has been elevated with the invention of information communication technology and the internet. E-library and educational software that evaluate business transactions have been invented to assist students the educational upbringing toward acquiring business knowledge.. The advent of the personal computer and the internet has inevitably changed the way we live. These technologies, as well as others, have altered the method in which people work, communicate, shop, and even learn. Distance education, a form of education traditionally associated with correspondence courses, has benefited greatly from the new technological devices of the 21<sup>st</sup> century. Today, communication tools such as e-mail, satellite connections, and video conferencing software have provided educators with the tools to provide synchronous as well as asynchronous communication with their students. (Allen and Seaman 2004).

At the post secondary level, distance education has grown tremendously. Online courses, which may or may not provide teacher-student interaction, are becoming the most common form of distance education at the post secondary level. According to a study conducted by the stoan consortium, approximately 90% of all

public institutions offer online courses (Allen and Seaman, 2004). In many of these online courses, instructors have simply placed their traditional course information on a website failing to consider the interaction needed to facilitate learning. Lectures in the form of transcripts or power-point presentations are often used without considering the various learning of different students. Research has shown that students who take online courses are extremely concerned about teacher-student interaction (Beard and Harper, 2002, Perreault, 2002). Students want to receive continuous feedback from their instructors in an online setting. They also want their instructor to be accessible when they have a problem or concern (Huang, 2002).

In the 1970's Polytechnics/Colleges of Technology were established under various laws which recognize them as statutory bodies with autonomous status. The Institute of Management and Technology is not only a state owned polytechnic but amongst the first generation of polytechnic in Nigeria. The Enugu State University of Science and Technology started from one of the campuses on Institute Management and Technology.

A recent event is that Enugu State College of Education (Technical) equally took off from a former campus of Institute of Management of technology. The latest is Enugu State College of Agriculture and Agro Entrepreneurship, Iwollo. Conclusively, the government of Enugu State has four tertiary institution of higher learning in Enugu State, Nigeria. The research will be basically interested in the Enugu State University of Science and Technology and College of Education (Technical) Enugu.

Also, there are several privately owned tertiary institutions namely: Institute of Ecumenical Education, Thinkers Corner Enugu, Our Saviour Institute of Science, Agriculture and Technology, OSISATECH, African Thinkers College of Education, Enugu, Caritas University, Emene Enugu, Renaissance University Ugbauka Enugu, Bishop Okoye University Emene Enugu, and the College of Education, Nsukka. However, there are other tertiary Institutions of Higher Learning owned by Federal Government of Nigeria. They are: University of Nigeria Nsukka and Federal College of Cooperative Studies, Oji River, and School of Dental Technology and Therapy. It can be recalled that business as a discipline was been offered in Enugu State University of Science and Technology, Institute of Management and Technology whereas the creation of Enugu State College of Education (Technical) has made the N.C.E. Programme to be transferred to it from Institute of Management and Technology, thereby relieving the institute from offering any Nigeria Certificate in Education Programme. It is important to understand computer as relates to its applications and purpose .

The introduction of computer in business education has faced many challenges which have ravaged the proper implementation of computer in business education. Some of these problems are noted in tertiary institutions where computers and information communication technologies are lacking, poor internet service and poor automation. The use of web-based learning to supplement post secondary classroom instruction has increased since the introduction of the internet. Institutions have adopted e-learning systems to assist in content delivery within these courses. While many empirical studies have been conducted concerning faculty adoption of these technologies in their classrooms, a limited number have addressed the extent to which college students accept these tools. The majority of these studies failed due to computer access as a factor regarding computer technology acceptance (Vail, 2003).

### **Method of Data Analysis**

In the view of testing the data collected in chapter four (4), it is pertinent that procedure for data analysis will be used to analyze the data collected from various sources. In analyzing this data, it will help the researcher to draw a valid conclusion regarding the stated data. The research used the chi-square ( $X^2$ ) test to analyze the data collected.

This test was to determine the significance of  $r$  otherwise the difference existing between the observed responses and the expected or theoretical. According to Ezirim (2003) he opined that the " $X^2$ " test is only used for ordinal data most time normal and when you cannot find the means and standard deviation of the numbers. Hence, the chi-square is depicted by " $X^2$ " and the formular for computation can be seen below:

$$X^2 = \frac{\sum(O_i - \sum I)^2}{\sum I}$$

Where

- $X^2$  = Chi-square  
 $O_i$  = Observed frequency  
 $\sum I$  = Expected frequency  
 $\sum$  = Sigma notation (i.e. sum)  
 $R_t$  = Row total  
 $C_t$  = Column total  
 $N$  = Sum of row and Column total

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Determination of degree of freedom (Df). The degree of freedom referred to as the number of independent observation one can make in order to account for the test of the data. It is depicted by

$$“Df” = (r - 1) (c - 1)$$

Where

- $R$  = Number of row  
 $C$  = number of freedom  
 $Df$  = Degree of freedom

### Respondents Characteristics and Classification

A total of 50 questionnaires were sent out to respondent and 50 questionnaires were filed and returned. The table below shows the data from respondent

**Table 1**

Respondent	No of Respondents	Percentage
Male	20	40
Female	30	60
Total	50	100

Source field survey, 2022

From the data, 20 of the respondents are male which represent 40% while 30 of the respondents are female representing 60%

**Table 2: Marital Status of Respondents**

Respondent	No of Respondents	Percentage
Married	5	10
Single	45	20
Total	50	100

Source field survey, 2022

From the above table, 5 respondent representing 10% of the total responses are married while the remaining 45% respondents are single.

**Table 3: Age Group**

Respondent	No of Respondents	Percentage
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18 – 25	5	10
26 – 35	15	30
36 – 45	20	40
46 and above	10	20
Total	50	100

Source field survey, 2022

From the above data 10% of the respondent are from 18 to 25 years old, 30% of the respondents are from 26 to 35 years old, 40% of the respondent are from 36 – 45 old while 20% of the respondent are 46 years old and above.

**Table 4: Academic qualification**

Respondent	No of Respondents	Percentage
OND	10	20
HND	15	30
B.Sc	20	40
MS.C	5	20
Total	50	100

Source field survey, 2022

The table above shows that 20% of the respondent academic qualification are OND, 30% of the respondent fall within HND, and 20 respondents with 40% have B>Sc, while 10% of the respondents have MS.C and above.

Presentation and Analysis of Data

**Question 1: Have you been introduced to computer technology in your area of studies?**

**Table 5**

Respondent	No of Respondents	Percentage
Yes	45	90
No	5	10
Total	50	100

Source field survey, 2022

The table above shows that 90% of the respondents agree to a great extent that while undergoing their business education studies, they have been introduced to the use of computer and computer software, while 10% of the respondents objected to this.

**Question 2: What kind of Business software have you been introduced?**

Range	No of Respondents	Percentage
Accounting software	36	70%
Business Management software	10	20
Stock information software	5	10
Inventory software	-	-
Total	50	100

Source field survey, 2022

The above analysis shows that 35 respondents representing 70% of the total responses have been opportune to use accounting software, 10 respondent representing 20% of the total responses said they have been introduced to business management software, 5 respondent representing 10% of the total responses said they can handle stock information software, while none of the student have been introduced to inventory software.

**Question 3: Can Computer help in equipping student’s inventory management during their course of studies?**

Respondent	No of Respondents	Percentage
Yes	40	80
No	5	10
No idea	5	10
Total	50	100

Source field survey, 2022

The table above shows that 40 respondent representing 80% of the total responses believed that the introduction of computer in business education studies can assist student in knowing about inventory management, 5 respondents representing 10% of the total responses said no to this while 5 respondent representing 10% of the total responses has no idea.

**Question 4:** To what extent can computer provide description of products for sale with text, photos, and multimedia files which will enhance the opportunities to buy and sell the product and services in business studies?

**Table 6**

Range	No of Respondents	Percentage
Yes to a great extent	35	70
Yes but to a minimal extent	10	20
No it can not	5	10
Total	50	100

Source field survey, 2022

It is quite obvious then, to assert that computer can provide description of products for sale with text, photos, and multimedia files which will enhance the opportunities to buy and sell the product and services as 35 respondents representing 70% of the total responses agreed to this fact while 10 respondents representing 20% of the total responses agreed with some doubt while 5 respondent representing 10% of the total responses objected to this fact.

**Question 5:** Can computer application and the use of information communication technology promote business education studies in our tertiary institutions?

**Table 7**

Range	No of Respondents	Percentage
Yes	35	70
No	15	30
Total	50	100

Source field survey, 2022

From the above analysis, computer application and the use of information, communication technology can promote business education studies in our tertiary institutions with 35 respondents representing 70% of the total respondents attesting to this fact while 15 respondent representing 30% of the total respondents saying no to this fact.

**Conclusion**

Conclusively, computer studies have had a deep impact on the education sector and the business education sphere. Thanks to computer, imparting education has become easier and much more interesting than before. Computer have changed the way we work, be it any profession. Therefore, it is only natural that the role of computers in education has been given a lot of importance in recent years. This is also because the education system has made computer education a part of school curriculum. Considering the use of computer

technology is almost every sphere of life, it is important for everyone to have at least the basic knowledge of using computers.

Computer education improves business student's research skills by encouraging them to look for information on the internet. It enables them to research various topics by seeking relevant books that could be digitally available online. The internet also contains search options which expose students to diverse ways of obtaining information. Thanks to the speedy nature of the internet, students can research their desired topics within minutes.

Incorporating computer education in business education can inspire students to undertake careers in technology and enhance their understanding of how computer technology impacts people's daily lives. The knowledge acquired in elementary and high school may increase their interest in computer related fields during their college education. Furthermore, computer education provides students with grounding in computer-related software and activities, such as using office suite, programming languages and creating data sheets. Student can apply these skills to a range of occupation later in life.

### **Recommendation**

Having identified the challenges and factors militating against effective implementation of computer in business education, the following recommendation is made;

1. The tertiary institution should purchase and install more computers and information communication technologies within the school premises to enable the students of Business Education Studies to have access to computer.
2. Internet facilities should be installed for the student to surf the internet.
3. Business Management software such as inventory control system, stock information system, accounting software etc should be introduced in the department of Business Education Studies to enable the student have ideas of the functionalities of its software.
4. Computer should be introduced in the secondary level to help the students to adapt to it while studying with it in the tertiary institution.

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