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# ROLES OF ONLINE TECHNOLOGIES FOR IMPROVING TEACHING OF BUSINESS EDUCATION PROGRAMME IN TERTIARY INSTITUTION IN SOUTH EAST, NIGERIA

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## ABSTRACT

*The study ascertained the roles of online technologies for improving the teaching of business education programme in tertiary institution in South East, Nigeria. Two research questions and hypotheses guided the study. Descriptive survey research design was adopted for the study. The population comprised 272 business educators from 14 public tertiary institutions offering business education in the zone. The whole population was studied. The instrument for data collection was a 51-item structured questionnaire. The instrument was validated by three experts. To determine the internal consistency of the items, Cronbach Alpha Correction Coefficient was used and obtained the reliability co-efficient values of 0.91 and 0.77 for clusters B1 and B2 with an overall co-efficient value of 0.84. Mean and standard deviation were used to answer the research questions, while t-test was used to test the null hypotheses at 0.05 alpha level. The findings of the study revealed that respondents agreed on the role of audio conferencing and online discussion forum for improving the teaching in business education in South East, Nigeria. Years of teaching experience of respondents significantly influenced the mean ratings on the role of audio conferencing for improving the teaching in business education in South-East, Nigeria, they do not significantly influence their mean ratings on online discussion forum. The study concluded that Business educators agreed on the roles of online*

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*technologies as they improve the teaching of business education programme in tertiary institutions in South East, Nigeria. It was recommended among others that management of public tertiary institutions should adequately provide online technologies for improving the teaching of business education programme in tertiary institution in South East, Nigeria.*

**Keywords:** Tertiary Institution, Business Education Programme, Synchronous or Asynchronous Technologies, Online Technologies.

## Introduction

Education is an instrument par excellence for effecting national development. That means that education is the bedrock of growth and development of any nation. Education, according to Chidi, Ukadike and Okoye (2022), is seen as the means through which the new generations are exposed with the existing knowledge of their physical environment, organization of their society, teaching them skills for performing their jobs and enjoying their leisure, as well as inculcating sound moral values in them for their own benefit and that of the society. Formal education in Nigeria is carried out at the primary, secondary and tertiary levels. The tertiary level of education is the highest level of education, which inculcate in its recipients the needed skills and competencies for the world of work.

Tertiary education is referred to as all formal post-secondary education, including those offered by public and private universities, colleges, technical training facilities, and vocational schools (World Bank, 2021). According to the Federal Republic of Nigeria (FRN) (2013), tertiary education refers to as the education which an individual receives upon completion of secondary education. FRN (2013) stated that the objective of tertiary education in Nigeria is the creation of highly qualified professionals, the development of the intellectual capacities of students and the acquisition of both physical and intellectual abilities. FRN further noted that others are tasked with fostering academic excellence and volunteerism. These objectives are pursued by tertiary educational institutions through teaching, research, knowledge creation, and dissemination, which they do through a range of programmes such as certificate, diploma, undergraduate, and postgraduate courses. Thus, tertiary education instills in its recipients the needed knowledge, skills and competences for the world of work by exposing students to different academic programmes. One of such academic programme at the tertiary level of education is the business education programme.

Business education is described as a comprehensive academic programme that gives its recipients the information, abilities, and attitudes they need to be successful in any business endeavor they choose to pursue. Business education is a component of a comprehensive educational programme that equips students with the information, abilities, perspectives, and attitudes necessary to succeed as consumers or

producers of products and services in the business world (Dambo & Ibitoroko, 2022). Oroka, Atarere and Okifo (2020) viewed business education as a subset of vocational education that provides students with the skills and theoretical knowledge required for success in the business world, whether through employment or self-employment. Business education is a joint programme in which the educational and industrial sectors of any economy collaborate to prepare individuals to integrate into both business and the classroom as professionals. As a result, it is a component of the educational programme that aims to educate an individual with the necessary business and vocational attitudes, understanding, knowledge and abilities. It is concerned with the development of pedagogical and professional abilities in industry and education required for personal use, as well as entry into the business world as an employer, employee, or self-employment (Ubulom & Dambo). Nwazor and Udegbunam (2016) stated that the purpose of business education is to provide specialized instruction to prepare students for careers in business; fundamental instruction to assist students in assuming their economic roles as consumers, workers, citizens; and background instruction to assist students in preparing for professional careers requiring advanced study. The programme of business education which is the medium through which business education hopes to achieve her objectives is prone to changes linked with the innovations in technologies especially those used in teaching and learning. One of these innovations is online education.

Online education technology or online technology refers to educational technology that assists the teaching and learning process. According to Singh and Thurman (2019), online education is the use of technology to carry out teaching and learning. Online education refers to the instructional contact between instructors and students via various digital platforms such as 'Whatsapp,' 'Zoom' and 'Google', 'Classroom'. Furthermore, online learning covers more than just direct instruction; it also includes any assignments or activities distributed by the instructor via online channels. Online education, commonly known as e-learning, refers to educational practices that are offered via digital technology. The introduction and use of online education tools in business education assists students in becoming autonomous learners, developing critical thinking skills, and developing problem-solving techniques or policies.

Forman (2018) stated that online education technology involves learning that is facilitated and supported by information and communication technology, which may encompass various technologies such as desktop and laptop computers, software (including assistive software), interactive whiteboards, digital cameras, mobile and wireless tools (like mobile phones), electronic communication tools (such as email, discussion boards, chat facilities, and video conferencing), virtual learning environments, and learning activity management systems. Chidi, Ukadike and

Okoye (2022) averred that numerous technologies are fundamental for online education, using various approaches to deliver learning content independently. Among the most prevalent communication tools employed in e-learning are email, instant messaging and blogging. Shivangi (2020) described online education as learning experiences in synchronous or asynchronous technologies.

Synchronous learning is described as a real-time, instructor-led online learning event in which all participants log in at the same time and speaks immediately with one another. Synchronous learning, as described by LeShea (2013), is learning that occurs concurrently in real-time through the web utilizing multiple technologies. The instructor maintains control of the interaction with the class in this virtual classroom scenario, with the option to "call on" individuals. Students and lecturers can utilize an electronic "whiteboard" on most platforms to see work in progress and exchange information. Interaction can also take place through audio- or video-conferencing, Internet telephony, or two-way live broadcasts. Shivangi (2020) noted some of the synchronous technologies to include audio conferencing, video conferencing and electronic whiteboard among others. But this study will deal with audio conferencing because it appears to be very important educational technologies that can assists in the teaching and learning process.

Audio conferencing, often known as telephone conferencing is the use of a telecommunication system (such as a specially equipped conference room or telephone unit) to enable electronic, multipoint communication between individuals or groups that are physically separated (Simonson, Smaldino, Abright & Zvacek, 2012). Audio communication systems have the advantages of being cost-effective (decreases travel expenses), accessible (individuals may join regardless of geographical distance), and real-time (immediate engagement not delayed by mail or email). When it is not possible to meet face-to-face, audio communication solutions may be useful for group cooperation. The fundamental technologies and services required for an audio conference are widely available. An audio conference can be held utilizing a basic speakerphone or hands-free audio equipment equipped with sensitive microphones and advanced echo-cancellation software. Participating in an audio conference has social as well as pedagogical benefits for tertiary institution students. As most individuals are accustomed with telephone equipment and have expertise comprehending and using telephone conversational etiquette, there is no technological barrier to overcome. Gowon, Okoye and Okorafor (2022) noted that analytical tools, internet, projectors and telephoning are the most available ICT facilities, which if adopted and optimally utilized could enhance teaching and research in technology education amid COVID-19 pandemic prevalent. The finding disagrees with Okiridu and Okafor (2022) revealed that video conferencing and recorded audio was lowly utilized for teaching-learning process of business education courses during

the Covid-19 era. Okiridu and Okafor (2022) noted that there is no significant difference in the mean response of business educators and postgraduate students on the extent recorded audio irrespective of their years of teaching experience. The audio conferencing can be used in connection with other asynchronous technologies.

Asynchronous learning is learning in which interaction between instructors and students do not occur in real time (van der Keylen, Lippert, Kunisch, Kühlein & Roo, 2020). Asynchronous settings are classified as more individually based and self-paced, as well as less instructor-dependent, and are temporally and geographically independent. They do, however, provide obstacles, as the media richness and media naturalness approaches imply. The media richness approach describes a medium's "ability to provide immediate feedback; transmit verbal and nonverbal communication cues; provide a sense of personalization; and simulate a natural language," whereas face-to-face communication is considered to be the most natural form of communication. As a result, asynchronous learning settings are less natural and "rich" than face-to-face learning environments (Ogbonna, Ibezim & Obi, 2019). Shittu, Padung, Cirfat and Polmi (2022) opined that asynchronous technology leads to increased cognitive burden, increased communication ambiguity, and decreased activity. However, not all students are prepared with the necessary tools to capitalize on this potential benefit: learning from home, particularly in asynchronous circumstances, need additional self-study abilities, as well as the motivation and determination to pursue learning objectives (Okiridu and Okafor, 2022). In the study, the researcher will investigate the roles of asynchronous technology like online discussion forums for teaching business education in tertiary institutions.

An online discussion forum (ODF) is a web-based tool that connects people that have similar interests and perspectives. Online discussion forums (ODF) have become a popular tool and successful method for involving students outside the classroom (Alabo & Emmah, 2014). ODF are text-based asynchronous discussions used in online learning. Several educational best practices for students and instructors are integrated into online discussion forums. ODF is an online learning platform that gives students the ability to add messages to discussion threads, engage with other students and instructors, and receive feedback (Lowenthal, Borup, West & Archambault, 2020). This allows students to gain a deeper grasp of the topics being discussed. They have been used in education to supplement conventional teaching methods like lectures and tutorials (Shivangi, 2020). All students must respond to prompts and interact with their peers. Students will have more time to establish thoughts and respond carefully to others. Students will spend more time constructing grammatically accurate solutions, which will help them write better. Online discussion boards give students a place to study, debate, and reinforce the topics covered in class according (Alabo & Emmah, 2014). Tiria, Ferrer, Versoza and Caballero (2022) reported that Google Classroom was the

online platform used in the class work section of the google classroom where questions were posted, and responses were placed by the students. Tiria further revealed that there is no significant difference in the performance of students in terms of participation, quality of posts, plagiarism and students' attitudes.

However, certain variable could influence business educators' perception of online education technology for teaching business education in tertiary institutions. The variable could be years of teaching experience. Years of teaching experience in the context of this study refers to the number of years of professional practice as business educators. It is viewed as the skills and knowledge an individual has garnered from time on the job. Adeoye, Adenikan and Adenikan (2020) reported that there was a consensus in business educators' perception of online education technology for teaching in tertiary institutions irrespective of their years of teaching experience. Adeoye, Adenikan and Adenikan further revealed that schools having more business educators with 6-10 years and above 10 years teaching experience had better results and can apply online education technology in tertiary institutions more than business educators with below five years teaching experience. The years of teaching experience of business educators, according to Jokiaho, May, Specht and Stoyanov (2018) could influence lecturers' use of online education technologies in teaching. It is therefore against this background that the researchers sought to investigate the roles of online technologies for improving teaching of business education programme in tertiary institutions in Nigeria.

**Statement of the Problem**

In recent years, there has been a lot of discussion about the use of information and communication technology tools in teaching and learning in the business education programme. This is due to the breakthroughs made possible by the application of digital technology in other sectors of the economy. Online technology is a force that has changed many aspects of people's ways of life. The pervasive influence of online technology has brought about a rapid technological, social, political and economic transformation, which paved way to network society, organised around ICT. This necessitated the call for the integration of online education technology in business education in tertiary education in Nigeria. The Federal Government of Nigeria and the Governments of States in South East, Nigeria have both heeded to this call by recognizing the importance of online technology as a veritable tool for the development of tertiary education. As a result, the federal government has launched initiatives to establish ICT hubs in all Nigerian tertiary institutions. Despite these initiatives, it appears that online technology has not really made any impact in terms of improving the quality of teaching and output in business education programme. The researcher makes this assertion based on the fact that lecturers have continually struggled with the application of technology to teaching. This has led some lecturers' in the business education programme to

continuously depend on the traditional method of teaching business education. Some authors like Okolocha and Nwadiani (2015) have blamed educator self-efficacy and attitude as a hindrance to technology utilization in teaching. The problem of this study is that if apathy continues unabated, it might affect the quality of graduates produced in the business education programme. It was against this background that the researchers investigate the roles of online technologies for improving teaching of business education programme in tertiary institutions in South East, Nigeria.

**Purpose of the Study**

The main purpose of the study was to ascertain the roles of online technologies for improving the teaching of business education programme in tertiary institution in South East, Nigeria. Specifically, the study sought to determine the roles of:

1. audio conferencing for improving the teaching of business education in tertiary institutions in South East, Nigeria.
2. online discussion forum for improving the teaching of business education in tertiary institutions in South East, Nigeria.

**Research Questions**

The following research questions guided the study.

1. What are the roles of audio conferencing for improving the teaching of business education programme in tertiary institutions in South East, Nigeria?
2. What are the roles of online discussion forum for improving the teaching of business education programme in tertiary institutions in South East, Nigeria?

**Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of business educators on the role of audio conferencing for improving the teaching of business education programme in tertiary institutions in South East, Nigeria based on their years of teaching experience.
2. Business educators do not significantly differ in their mean ratings on the role of online discussion forum for improving the teaching of business education programme in tertiary institutions in South East, Nigeria based on their years of teaching experience.

**Research Method**

The study adopted descriptive survey design. The population of the study comprised 272 business educators from 14 public tertiary institutions offering business education in South East, Nigeria. The entire population was used for the study because of its manageable size, hence, the study adopted a census survey. Data were collected using a 17-items structured questionnaire. The instrument was structured on a four-point rating scale of Strongly Agree (4), Agree (3), Disagree (2)

and Strongly Disagree (1). The structured questionnaire was validated by three experts-two in business education and one in measurement and evaluation, all from Faculty of Education, Ebonyi State University, Abakiliki. Their comments enhanced the face validity of the instrument. To establish the internal consistency of the instrument, a trial-test was conducted. Data collected in the pilot test were analyzed using Cronbach Alpha to determine the internal consistency. Reliability coefficient values of 0.91 and 0.77, for roles of online technologies for improving the teaching of business education programme in tertiary institution respectively with an overall coefficient value of 0.84.

Out of the 272 copies of the questionnaire distributed to the respondents in their organizations through direct approach which facilitated a response rate, 256 copies (representing 94 percent) were dully completed, retrieved and used for data analysis. Data collected regarding the research questions were analyzed using mean and standard deviation while Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance. In order to determine the roles of online technologies for improving the teaching of business education programme in tertiary institution in South East, Nigeria, a decision rule based on grand mean scores and real limit of numbers was used such that ratings between 3.50-4.00 were regarded as strongly agree, items with mean ratings of 2.50-3.49 were considered as agree; items with mean ratings of 1.50-2.49 were considered as disagree and 1.00-1.49 were considered as strongly disagree respectively. In testing the null hypotheses, where the calculated p-value was less than the stipulated level of significance (0.05), it meant that there was a significant difference and the null hypothesis was rejected. Conversely, where the calculated p-value was greater than or equal to the level of significance (0.05), it meant that there is no significant difference and the hypothesis is not rejected.

**Presentation of Results**

**Research Question 1:** What are the roles of audio conferencing for improving the teaching of business education programme in tertiary institutions in South East, Nigeria?

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**Table 1:** Business Educators mean ratings of the roles of audio conferencing for improving the teaching of business education programme in tertiary institutions in South East, Nigeria. N =256

| S/N | In my Institution, I use audio conferencing technology to improve: | X | SD | Remarks |
|---|---|---|---|---|
| 1. | remote participation in classes | 2.57 | 0.62 | Agree |
| 2. | real time communication between business educators and students | 3.43 | 0.53 | Agree |
| 3. | interactive discussions and debates among students using audio conferencing | 3.45 | 0.50 | Agree |
| 4. | on getting feedback on learning immediately | 3.13 | 0.57 | Agree |
| 5. | monitor of students' academic progress | 3.47 | 0.49 | Agree |
| 6. | ease in scheduling academic activity | 3.29 | 0.55 | Agree |
| 7. | group discussions to ensure effective teamwork | 2.87 | 0.59 | Agree |
| 8. | allows students to join in from anywhere | 3.67 | 0.46 | Strongly Agree |
| | **Grand Mean** | **3.24** | | **Agree** |

Data in Table 1 showed that out of 8 items listed, one of the items have mean score of 3.67 indicating strongly agree. The remaining 7 items have mean scores ranging from 2.57 to 3.45 as agree. The standard deviations of 0.46 to 0.62 showed that the respondents are not wide apart in their mean ratings. The grand mean scores of 3.24 showed that, on the whole, business educators in the area of the study agreed on the roles of audio conferencing for improving the teaching of business education programme in tertiary institutions in South East, Nigeria.

**Research Question 2:** What are the roles of online discussion forum for improving the teaching of business education programme in tertiary institutions in South East, Nigeria?

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**Table 2:** Business Educators mean ratings of the roles of online discussion forum for improving the teaching of business education programme in tertiary institutions in South East, Nigeria. N =256

| S/N | In my Institution, I use online discussion forum to improve: | | $\overline{X}$ | SD | Remarks |
|---|---|---|---|---|---|
| 9. | collaborative learning among students | 3.46 | 0.55 | Agree | |
| 10. | communication with students outside of class hours | | 2.25 | 0.68 | Disagree |
| 11. | feedback on students' contributions in the classroom | | 2.49 | 0.64 | Disagree |
| 12. | student engagement by posting thought-provoking questions | | 3.34 | 0.60 | Agree |
| 13. | opportunities for peer learning by assigning group discussion | 3.47 | 0.53 | Agree | |
| 14. | incorporate reflective activities (journal entries, self-assessments, or learning logs) into the discussion forum | 3.43 | 0.58 | Agree | |
| 15. | formative assessment purposes | 3.03 | 0.62 | Agree | |
| 16. | prompts students to reflect on their learning experiences | | 2.23 | 0.71 | Disagree |
| 17. | provides timely feedback on students' contributions | 2.29 | 0.66 | Disagree | |
| | **Grand Mean** | | **2.89** | | **Agree** |

Data in Table 2 showed that out of 9 items listed, four of the items have mean scores ranging from 2.23 to 2.49 which indicate disagree. The remaining 5 items have mean scores ranging from 3.03 to 3.47 as agree. The standard deviations of 0.53 to 0.71 showed that the respondents are not wide apart in their mean ratings. The grand mean scores of 2.89 showed that, on the whole, business educators in the area of the study agreed on the roles of online discussion forum for improving the teaching of business education programme in tertiary institutions in South East, Nigeria.

**Hypothesis 1:** There is no significant difference in the mean ratings of business educators on the role of audio conferencing for improving the teaching of business education programme in tertiary institutions in South East, Nigeria based on their years of teaching experience (0-5 years, 6-10 years or above 10 years).

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**Table 3:** Summary of ANOVA on the mean ratings of business educators on the role of audio conferencing for improving the teaching of business education programme in tertiary institutions based on their years of teaching experience

| | Sum of Squares | df | Mean Square | F | P-value | Remarks |
|---|---|---|---|---|---|---|
| Between Groups | 160.300 | 2 | 80.150 | | | |
| | | | | 7.491 | .001 | Significant |
| Within Groups | 2503.633 | 253 | 10.699 | | | |
| Total | 2663.933 | 255 | | | | |

As shown in Table 2, the F-ratio (df:2/253) is 7.491 and the P-value (.001) is less than the stipulated 0.05 level of significance (P-value < alpha level). It was therefore noted that there is a significant difference in the mean ratings of business educators on the role of audio conferencing for improving the teaching of business education programme in tertiary institutions in South East, Nigeria based on their years of teaching experience. Therefore, the null hypothesis is rejected.

**Hypothesis 4:** Business educators do not significantly differ in their mean ratings on the role of online discussion forum for improving the teaching of business education programme in tertiary institutions in South East, Nigeria based on their years of teaching experience (0-5 years, 6-10 years or above 10 years).

**Table 4:** Summary of ANOVA on the mean ratings of business educators on the role of online discussion forum for improving the teaching of business education programme in tertiary institutions based on their years of teaching experience

| | Sum of Squares | df | Mean Square | F | P-value | Remarks |
|---|---|---|---|---|---|---|
| Between Groups | 322.688 | 2 | 161.344 | | | |
| | | | | 18.219 | .126 | Not Significant |
| Within Groups | 2072.257 | 253 | 8.856 | | | |
| Total | 2394.945 | 255 | | | | |

As shown in Table 4, the F-ratio (df:2/253) is 82.219 and the P-value (.126) is greater than the stipulated 0.05 level of significance (P-value > alpha level). It was therefore noted that there is no significant difference in the mean ratings of business educators on the role of online discussion forum for improving the teaching of business education programme in tertiary institutions in South East, Nigeria based on their years of teaching experience. Therefore, the null hypothesis is not rejected.

**Discussion of Findings**

Findings of the study in the research question 1 revealed that business educators in the area of the study agreed on the roles of audio conferencing for improving the teaching of business education programme in tertiary institutions in South East, Nigeria. This finding agreed with the views of Gowon, Okoye and Okorafor (2022) who noted that analytical tools, internet, projectors and telephoning are the most available ICT facilities, which if adopted and optimally utilized could enhance teaching and research in technology education amid COVID-19 pandemic prevalent. The finding disagrees with Okiridu and Okafor (2022) who revealed that video conferencing and recorded audio was lowly utilized for teaching-learning process of business education courses during the Covid-19 era. This implies that roles of audio conferencing help for improving the teaching of business education programme in tertiary institutions in South East, Nigeria which is unremarkable. This indicate that role of audio conferencing help individuals or groups that are physically separated to be easily accessible.

Results of the null hypothesis 1 in Table 3, revealed that business educators differ significantly in their mean ratings on the role of audio conferencing for improving the teaching of business education programme in tertiary institutions in South East, Nigeria based on their years of teaching experience. This means that the years of teaching experience affect the role of audio conferencing for improving the teaching of business education programme in tertiary institutions. The finding disagrees with Okiridu and Okafor (2022) who noted that there is no significant difference in the mean response of business educators and postgraduate students on the extent recorded audio irrespective of their years of teaching experience. The reason for the dissimilarities in test of hypotheses is because their self-efficacy and attitude towards the use technology in teaching of business education programme in tertiary institutions. The reason for determining business educators' opinion on the roles of audio conferencing for improving the teaching of business education programme in tertiary institutions is because they are in a better position to answer for its effectiveness.

Findings of the study in the research question 2 revealed that business educators in the area of the study agreed on the roles of online discussion forum for improving the teaching of business education programme in tertiary institutions in South East, Nigeria. The findings of the study agree with Tiria, Ferrer, Versoza and Caballero (2022) who reported that Google Classroom was the online platform used in the class work section of the google classroom where questions were posted, and responses were placed by the students. This implies that roles of online discussion forum help for improving the teaching of business education programme in tertiary institutions in South East, Nigeria which is unremarkable. This indicate that role of online discussion forum help individuals or groups of students to participate while outside the classroom. It also gives students the ability to add messages to discussion

threads, engage with other students and instructors, and receive feedback.

Results of the null hypothesis 2 in Table 4, revealed that business educators do not significantly differ in their mean ratings on the role of online discussion forum for improving the teaching of business education programme in tertiary institutions in South East, Nigeria based on their years of teaching experience. This means that the years of teaching experience did not affect the role of online discussion forum for improving the teaching of business education programme in tertiary institutions. The findings of the study agree with Tiria, Ferrer, Versoza and Caballero (2022) that there is no significant difference in the performance of students in terms of participation, quality of posts, plagiarism, and students' attitudes. The reason for the similarities in test of hypotheses is because they make use of online discussion forum for improving the teaching of business education programme in tertiary institutions. The reason for determining business educators' opinion on the roles of online discussion forum for improving the teaching of business education programme in tertiary institutions is because they are in a better position to answer for its effectiveness.

## Conclusion

Based on the findings of the study, it was concluded that business educators agreed on the roles of online technologies as its improve the teaching of business education programme in tertiary institution in South East, Nigeria. On the findings based on hypotheses tested, it was concluded that business educators differ significantly in their mean ratings on the role of audio conferencing, and they do not significantly differ on online discussion forum for improving the teaching of business education programme in tertiary institutions in South East, Nigeria based on their years of teaching experience.

## Recommendations

Based on the findings and conclusion drawn from the study, the following recommendations are made:

1. Management of public tertiary institutions should adequately provide online technologies for improving the teaching of business education programme in tertiary institution in South East, Nigeria.
2. Business educators and students should try to view the roles of online technologies in terms of improving the quality of teaching and output in business education programme. This enabled both business educators and students in the business education programme to depend on the learned centered method neither that traditional method of teaching business education courses.

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