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CHALLENGES OF NEW MEDIA TECHNOLOGIES FOR LEARNING AMONG BUSINESS EDUCATION STUDENTS IN UNIVERSITIES IN UNIVERSITIES IN SOUTH EAST NIGERIA

By

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Abstract

This study investigated challenges of new media technologies for learning among business education students in universities in South East Nigeria. Three research questions guided the study. The descriptive survey research design was adopted for the study. The population of this study was made up of 811 regular undergraduate business education students in the eight universities offering business education in universities in South East Nigeria. The sample size comprised 211 business education students. The purposive sampling technique was used to select 300 level and 400 level students. A validated structured questionnaire titled "Challenges of New Media Technologies Questionnaire" (CNMTQ) was used. The Cronbach Alpha Method was used to determine the internal consistency of the three clusters and values 0.76, 0.82 and 0.77 were obtained respectively. Arithmetic mean was used to answer the research questions. The findings revealed that business education students agreed on technology challenges, and institutional challenges of new media technologies for learning among business education students in universities in South East, Nigeria. Based on the findings, it was recommended amongst others that University administrators should establish dedicated support services or help desks to assist business education students in navigating technological challenges and accessing online resources effectively

Keywords: *Challenges, Technology, New media, Learning, Business Education*

INTRODUCTION

The education landscape has undergone a significant transformation due to the rapid growth of new media technologies, which are digital communication tools and platforms that emerged in the late 20th century and continue to evolve in the 21st century. These technologies include online learning systems, social media, video conferencing, and mobile applications, which have redefined the way education is delivered and consumed. These technologies facilitate the creation, distribution, and interaction with information and content, transforming the way we communicate, access information, and engage with media (Krubu & Osawaru, 2021).

Key characteristics of new media technology include their digital nature, convergence of various communication forms and media content, and global reach (Kumar, 2020). These technologies enable the manipulation, storage, and transmission of data in ways not possible with traditional analog media. For example, television, radio, print, and internet content are now accessible through a single device, such as a smartphone or computer. Overall, new media technologies have transformed the way we communicate, access information, and engage with media. This transformation is not limited to traditional classrooms; it has also made a significant impact on business education.

Business education is a vocational education that exposes individuals to the workings of business and the workplace. It imparts knowledge, skills, and values necessary for the business world, aiming to produce healthy, literate, and self-reliant citizens (Okoli & Ezenwafor, 2015). Business education prepares students for various occupations, including office, accounting, marketing, teaching, and entrepreneurship. It equips individuals to carry out business practices in various professions, ensuring their development and wealth generation (Akpotohwo, Watchman & Ogeibiri, 2016). In essence, business education prepares students for employment and advancement in various fields, fostering a well-rounded and self-reliant workforce.

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Apotohwo et al (2016) further stressed that the advent of new media technologies has expanded the possibilities and accessibility of business education. Business education learners are now presented with a myriad of options to engage with educational content, whether through online courses, mobile apps, virtual classrooms, or interactive multimedia resources. The convenience and flexibility offered by these technologies enable business education students to juggle their educational pursuits with their existing commitments, including work and family responsibilities.

One of the key features of new media technologies in business education is their capacity to empower learners (Fagbe, Amanze, Oladipo, Adenuga & Adetunji, 2019). Through online resources and interactive platforms, business have the freedom to choose what, when, and how they learn. This self-directed approach aligns with the principles of andragogy, which emphasizes the importance of business learners' autonomy, experience, and motivation. The digital realm allows business learners to personalize their learning journeys, focusing on subjects that align with their interests and career goals.

While new media technologies offer tremendous opportunities, they also present unique challenges. Business education institutions and educators must adapt to these technologies and develop effective strategies for engaging and supporting business learners in virtual environments. Baro, Eze and Nkanu (2020) commenting on the challenges facing Nigerian students from using new media technology, argued that the countries internet infrastructure provision is not yet at the optimum or the level it should be, thus discouraging and making it quite problematic for a student to easily access library materials through the internet and their ICT devices. Baro et al therefore enlisted the challenges such as individual characteristics challenges, technological challenges, and institutional challenges.

Individual characteristic plays an important role in tutors acceptance or rejection of media technology adoption (Nanayakkara, 2017). It expresses much apprehension towards online education among business education students. In particular, it was perceived that online dialogue will replace the face to face interaction. However, negative perceptions or misinterpretation of media technology on the part of business educators could affect the successful utilization of new media technology. In this light, Grunwald (2018) has also reported that potential adopter's beliefs and attitudes: perceived goals, positive attitudes towards technology and perceived usefulness and perceived ease of use influence new media technology adoption.

The technological factors are made up of the internal and external technologies that are relevant to an institution (Tornatzky & Fleischer, 2020). Technologies may include both equipment as well as processes which may promote or inhibit the adoption of media technology systems. Technology in this case does not only refer to the actual software and hardware features of the platform, but as a major factor affecting learning among business education students. Grunwald (2018) remarked that adequate technological infrastructure is essential for implementing new media technologies. Institutions that lack the necessary hardware, software, and high-speed internet access may struggle to incorporate digital tools effectively.

Institutional factors can pose significant challenges to the effective adoption and integration of new media technology among business learners. These challenges can hinder the ability of educational institutions to leverage the full potential of new media technologies in business education. Many educational institutions, particularly traditional ones, may resist change due to established practices and a reluctance to depart from conventional teaching methods. This resistance can hinder the adoption of new media technologies (Venkatesh & Bala, 2018). The authors stated further that educators and staff members often require training to effectively use new media technologies in their teaching and administrative roles. Institutions may not provide adequate training opportunities, leaving educators ill-prepared to utilize these tools.

The study of Agboeze, Ugwoke and Onu (2022) lamented that the pace of development and utilization of media technologies and application for educational purposes, including the teaching and learning of business education students in developing countries like Nigeria, is still very low. This under-utilization of media technology resources could be impeded by many factors which include factors such as individual characteristics, technological and institutional factors as highlighted in this study. It is therefore against this background that this study sought to determine the technological challenges of new media technologies for learning among business education students in universities in universities in South East Nigeria.

Statement of the Problem

New media technology at the higher education is to infuse and inject efficiency and effectiveness in curriculum implementation as well as a tool for raising the number of students who have access to higher education. This forms the ideal situation of media technology technologies.

Unfortunately, reports from previous literatures and preliminary observations have revealed that at the universities in Nigeria is challenged basically with how to integrate new media technologies into pedagogical practices. The challenge lies in adapting teaching practices to harness the full potential of these technologies effectively. Other studies indicated that there is dearth of trained lecturers for media technology, lack of facilities, infrastructures and equipment (Agboeze, Ugwoke and Onu, 2022 & Grunwald, 2018).

Observations from the researcher reveal that many business education students in Nigerian universities may have varying levels of digital literacy and technology proficiency. This diversity in digital skills can hinder their ability to effectively use and navigate new media technologies for learning, potentially creating a digital divide among learners. Also, access to personal technology devices and a reliable internet

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connection can be uneven among business education students. This lack of access could limit their participation in online courses, the use of digital resources, and engagement with new media technologies for learning. It is against this backdrop that this study sought to determine the challenges of new media technologies for learning among business education students in universities in universities in South East Nigeria. In specific terms the study seeks to determine the:

1. Individual challenges of new media technologies for learning among business education students in universities in South East, Nigeria
2. Technological challenges of new media technologies for learning among business education students in universities in South East, Nigeria
3. Institutional challenges of new media technologies for learning among business education students in universities in South East, Nigeria

Research Questions

1. What are the individual challenges of new media technologies for learning among business education students in universities in South East, Nigeria?
2. What are the technological challenges of new media technologies for learning among business education students in universities in South East, Nigeria?
3. What are the institutional challenges of new media technologies for learning among business education students in universities in South East, Nigeria?

Theoretical Underpinning

Disruptive Technology Theory

Disruptive Technology Theory was developed by Clay Christensen in 1997. The theory denotes the tendency of a new innovation to challenge and alter the values and modus operandi that have defined a given activity. Disruptive technology theory is a piece of technology that tends to redefine the existing philosophy and strategy underpinning a given endeavour or business.

Christensen argues that disruptive technology operates in the following ways:

a. Upon its emergence, it initially fails to match the performance of the existing dominant technology based on parameters of value as defined by users.
b. The distinctive features of the disruptive technology are valued by only a small segment (or fringe) of users and increasingly by new users. It is also characteristically cheaper, simpler, smaller or more convenient.
c. Existing players in the industry are reluctant to invest in the disruptive technology given that majority of their customers are yet to be positively disposed towards the new technology. But new entrants to the industry who exploit the disruptive technology concentrate on fringe or emerging markets.
d. The disruptive innovation gradually develops such that new products meet the standards of performance expected by the larger segment of the market; hence the new technology displaces the previous one and thus the new entrants to the market displace the incumbents.

The emergence of disruptive innovation creates its own winners and losers. Winners in this context are media organizations that have required capabilities to take advantage of innovation. The benefits of an innovation in industry are distributed between different groups such as innovators, customers, suppliers, imitators, and other followers. Hence, disruptive innovations are based on new and disruptive technologies.

Disruptive technologies introduce a different performance package from mainstream technologies and are inferior to mainstream technologies along the dimensions of performance that are most important to mainstream customers. As such, in their early development they only serve niche segments that value their nonstandard performance attributes. Subsequently, further development raises the disruptive technology's performance on the focal mainstream attributes to a level sufficient to satisfy mainstream customers. While improved, the performance of the disruptive technology remains inferior to the performance offered by the established mainstream technology, which itself is improving as well. Technology disruption occurs when, despite its inferior performance on focal attributes, the new technology displaces the mainstream technology from the mainstream market.

The dynamics of disruptive technologies are thus characterized by three aspects: incumbent technologies that are displaced from the mainstream market by technologies that underperform them on the performance dimensions that are most important to mainstream consumers; mainstream consumers who shift their purchases to products based in the invading technology, even though those products offer inferior performance on key performance dimensions; and incumbent firms that do not react to disruptive technologies in a timely manner. This offers a model for understanding how a new innovation (such as social media) could alter values and strategies within a given endeavour such as library research by students.

In relation to this study, disruptive technologies in education, such as online courses, multimedia resources, and interactive learning platforms, represent a shift from traditional classroom-based learning. This shift can pose challenges for students who are accustomed to traditional teaching methods, as they need to adapt to a new learning paradigm.

Methodology

The descriptive survey research design was adopted for the study. The study was carried out in Awka-South Local Government Area of Anambra State. The population of this study was made up of 811 regular undergraduate business education students in the eight universities offering business education in universities in South East Nigeria. The sample size comprised 211 business education students. The

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purposive sampling technique was used to select 300 level and 400 level students because of their knowledge about new media technologies. A validated structured questionnaire titled "Challenges of New Media Technologies Questionnaire" (CNMTQ) was used. The questionnaire was divided into three clusters, I – III. Cluster I addressed items on individual challenges of new media technologies; cluster II contained items on technological challenges of new media technologies; while cluster III addressed items on institutional challenges of new media.

The cronbach alpha method was used to determine the internal consistency of the three clusters and values 0.76, 0.82 and 0.77 were obtained respectively. The researcher administered copies of the instrument directly on the respondents with the help of two research assistants. Mean was used to answer the research questions. Decisions for the research questions were based on the criterion mean benchmark of 2.50. Any item having mean score below the criterion mean score was regarded as disagreed while items having mean score above the criterion mean score of 2.50 was regarded agreed.

Results

Table 1: Respondents ratings of individual characteristics challenges of new media technologies for learning among business education students in universities in universities in South East Nigeria (N = 211)

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	Total	$\overline{X}$	Decision
1	difficulty to operate new media technology with less support and assistance	24 96	42 126	100 200	45 45	211 467	2.21	Disagree
2	obstacles when using the media technology such as blogs, wikis, micro-blogs	56 224	89 267	46 92	10 10	211 593	2.81	Agree
3	difficulty to use different new media softwares such as google+, wikipedia, chrome for research purpose	40 160	30 90	102 204	39 39	211 493	2.34	Disagree
4	good perception about the use of media technology for instructional delivery	33 132	123 369	32 64	23 23	211 588	2.79	Agree
5	Fear of trying out new information technology (e.g use of powerpoint)	40 160	111 333	20 40	40 40	211 573	2.72	Agree
6	difficulty to share information with my friends and colleagues as regards research purposes using social media platforms	17 68	40 120	108 216	46 46	211 450	2.13	Disagree
7	difficulty to share videos, pictures and audio/voice note for research purpose	31 124	46 138	78 96	56 29	211 387	1.83	Disagree
	Grand Mean						**2.40**	**Disagree**

Data presented in Table 1 reveals that items 2, 4 and 5 with their respective mean scores of 2.81, 2.79 and 2.72 were rated agreed by business education students. On the other hand, items 1, 3, 6 and 7 with mean scores 2.21, 2.34, 2.13, and 1.83 were rated agreed by business education students. The cluster mean of 2.40 summarized that business education students disagreed on individual characteristics as a challenge of new media technologies for learning among business education students in universities in universities in South East Nigeria

Table 2: Respondents' ratings of technological challenges of new media technologies for learning among business education students (N = 211)

S/N	Items on technological challenges	SA	A	D	SD	Total	X	Decision
8	Inability to master new set of skills (e.g use of online tools, firewalls, passwords and permissions etc)	43 172	99 297	39 78	30 30	211 577	2.73	Agree
9	Low connectivity for downloads of course materials	32 128	108 324	51 102	30 30	211	2.76	Agree
10	Low bandwidth	21 84	139 417	35 70	11 11	211 582	2.75	Agree

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11	Low technical support to business educators on the use of the little media technology resources provided	50 200	56 168	81 162	24 24	211 554	2.63	Agree
12	No provision of clear instructions on media technology service operations (e.g. interactive whiteboard markers, flipped learning instructions etc)	56 224	89 267	46 92	10 10	211 593	2.81	Agree
	Grand Mean						**2.74**	**Agree**

Data presented in Table 2 shows that all the items (8 – 12) with their respective mean scores of 2.73, 2.76, 2.75, 2.63, and 2.81 were rated agreed by business education students. The cluster mean of 2.74 summarized that business education students agreed on the technological challenges of new media technologies for learning among business education students in universities in universities in South East Nigeria.

Table 3: Respondents' ratings on institutional challenges of new media technologies for learning among business education students (N = 211)

S/N	Items on Institutional challenges	SA	A	D	SD	Total	$\overline{X}$	Decision
13	My institution is located nearby institutions that provide IT support and training courses	51 204	120 360	21 42	19 19	211 625	2.96	Agree
14	Inadequate in-house IT expert and skills to support media technology	42 168	113 339	35 70	21 21	211 598	2.83	Agree
15	Insufficient ICT infrastructure such as internet, extranet, intranet, LAN at my institution	56 224	78 234	46 92	31 31	211 581	2.75	Agree
16	Insufficient financial resource aids to provide IT resources	31 124	139 417	25 50	11 11	211 602	2.85	Agree
17	Low pedagogical support from my head of department on the use of media technology for teaching	50 200	56 168	81 162	24 24	211 554	2.63	Agree
18	Low technical help available as and when needed while using media technology during teaching	44 176	99 297	51 102	17 17	211 592	2.81	Agree
19	The current bandwidth of the networked computers is insufficient in my institution	43 172	99 297	39 78	30 30	211 577	2.73	Agree
	Grand Mean						**2.79**	**Agree**

Data presented in Table 3 reveals that items 13 – 19 with their respective mean scores of 2.96, 2.83, 2.75, 2.85, 2.63, 2.81 and 2.73 were rated agreed by business education students. The cluster mean of 2.79 summarized that business education students agreed on the institutional challenges of new media technologies for learning among business education students in universities in universities in South East Nigeria.

Discussions of Findings

Individual characteristics challenges of new media technologies for learning among business education students in universities in South East Nigeria

The finding in research question one revealed that business education students disagreed on the individual challenges of new media technologies for learning among business education students in universities in South East Nigeria. This means that business education students share a common understanding or consensus regarding the difficulties or obstacles posed by new media technologies in the context of their learning experiences. This finding was in support with that of Grunwald (2022) that business education students acknowledge and share common concerns or challenges related to incorporating new media technologies into their learning experiences. The finding was also in tandem with the finding of Nakintu and Neema-Abooki (2021) that slightly more than half (53%) of the lecturers believed that media technology would be easy to use for their teaching while the other half felt that it wouldn‘t be easy.

Technological challenges of new media technologies for learning among business education students in universities in South East Nigeria

The finding in research question two revealed that business education students agreed on the technological challenges of new media technologies for learning among business education students in universities in South East Nigeria. This means that business education students acknowledge and share common concerns or challenges related to incorporating new media technologies into their learning experiences. This finding was in line with that of Inje, Utoware and Kren-Ikidi (2016) that media technology resources were not extensively utilized in teaching business education in the colleges of education due to many challenges which include shortage of qualified staff with media technology application, lack of media technology facilities and infrastructure in the colleges of education.

Institutional challenges of new media technologies for learning among business education students in universities in South East Nigeria

The finding in research question three revealed that business education students agreed on the institutional challenges of new media technologies for learning among business education students in universities in South East Nigeria. This means that business education students collectively recognize and acknowledge difficulties or obstacles related to the implementation and use of new media technologies in the context of their education, and that these challenges are specifically tied to institutional factors within universities in South East Nigeria. This finding was in line with the finding of Inje, Utoware and Kren-Ikidi (2016) that business education students at South East Nigeria agree on the existence of challenges related to the incorporation of new media technologies into their learning experiences, and these challenges are attributed to factors within the institutional framework. Also, the finding agreed with that of Nwosu and Obiano (2021) that that academic libraries of federal universities in South-Eastern Nigeria face a lot of challenges in rendering virtual library services, some of which are as a result of lack of the necessary skills on the part of academic librarians and some national-condition induced challenges and more.

Conclusion

In conclusion, the study on the challenges of new media technologies for learning among business education students in universities in South East Nigeria sheds light on the complex landscape of integrating modern technologies into the educational experiences of business education students. Based on the findings, it was concluded that business education students agreed on technology challenges, and institutional challenges of new media technologies for learning among business education students in universities in South East, Nigeria.

Recommendations

Based on the findings, the following recommendations were made:

1. University administrators should establish dedicated support services or help desks to assist business education students in navigating technological challenges and accessing online resources effectively.
2. Faculty and Instructors should incorporate training on the effective use of new media technologies into professional development programmes for faculty members to enhance their teaching methodologies.
3. Business education students should establish peer support networks where more technologically savvy students can mentor and assist their peers in overcoming technological challenges.

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