

## Utilization of Emerging Technologies in Business Education for Achieving Sustainable Development Goals in Universities in Enugu State.

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### **ABSTRACT**

*The main purpose of the study was to determine the extent of utilization of emerging technology in Business education for achieving sustainable development goals in Universities in Enugu State. The study was guided by two research questions and two null hypotheses. A descriptive survey research design was adopted for the study. The population used for the study comprised 26 business educators in two public universities offering business education programme in Enugu State. There was no sampling due to the manageable size of the population. The instrument used for data collection was 21 item questionnaire grouped into one sections according to the research question that guided the study. The items were structured in four point rating scale. The instrument was validated and the reliability of the instrument was determined using Cronbach Alpha which yielded 0.71. Out of 26 copies distributed 24 copies were returned giving 92.31% return rate. Mean, standard deviation and t-test statistics were the statistical tools used. Based on the data analysis, the study identified that social media and virtual classroom is utilized to a low extent in teaching and learning of business education. Based on the findings of the study recommendations were made among which include; business educators should use social media tools in preparing lesson and emerging technology in education like virtual classroom should be used to improve the teaching and learning of business education.*

**Keywords:** Utilization, Emerging Technology, Business Education, Sustainable Development Goals.

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### **INTRODUCTION**

In contemporary society, education has been identified as a critical factors for training of human capital and sustaining around development. Education has gained such an unpredicted prominence the world over, that both developed and developing countries of the world like Nigeria now see the level of educational attainment or achievement of the citizenry as factor for measuring all aspects of National development. Onyebuenyi, Mbah and Odeluga (2017) opined that education is the medium of acquisition of minimum ethical standards that can propel its recipient towards the development of oneself and nation at large. Education is provided for the young and old in formal and informal settings. In formal

education students are trained in different disciplines and programmes including Business Education Programme in Universities.

Business Education as a programme of study is designed to train competent and productive workforce that would be employed or become self-employed. Idialu (2013) stated that Business Education is a form of vocational education that is directed towards developing the learner to become productive for paid employment and self-employment. This type of Tertiary Institution programme provides the student with the skills and knowledge about business and for business activities.



According to Ezeabii (2017), Business Education is an aspect of vocational education which equip individuals with the necessary skills and theoretical knowledge needed for performance in the business world either for job performance or for self-employment. Business Education courses are taught by the Business Educators in Universities and Colleges of Education for teaching, entrepreneurship, business and other office related courses. Ndelekute and Onoh (2018) pointed that the teaching of Business Education is not gender sensitive as both gender can teach and equally learn the course. Business Education students at the end of their training are expected to be competent and dynamic business teachers, office administrators, business men and women that will effectively function in business world.

The teaching and learning of Business Education programme is done in Tertiary Institutions such as Colleges of Educations and Universities. The Tertiary Education system covers the Universities, Colleges of Education, Monotechnics and Polytechnics. University could be defined as the tertiary institution that awards degree to students in different disciplines at sub-professional, professional and training of high level manpower. The National Universities Commission (NUC) is the regulatory body for University in Nigeria. Universities may exist as a Federal, State and Private owned and managed universities. These universities are expected to provide training to the students in contemporary issues, curriculum contents as well as entrepreneurship irrespective of economic and environmental challenges at different programmes (Ezeabii and Agomuo, 2017). The teaching of Business Education requires the use of emerging technologies in digital era, this is to enable the students to develop their potentials. It is in this context that Selwyn, Gorard, and Furlong (2015) argues that the use of Digital Technologies will help

learners in changing the world for the better. Merriam and Bierema (2014) stated that technology is also changing how learners learn, and that basic education programmes through continuing professional education are incorporating technology in both the design of curriculum and its delivery.

Emerging technologies has been a major driver for realizing the objectives of education, research and productive activities. Emerging technology are characterized by radical novelty, relatively fast growth, coherence, prominent impact, uncertainty and ambiguity (Selwyn, Gorard, & Furlong, 2015). It includes technologies such as educational technology, information technology, nanotechnology, biotechnology, robotics and artificial intelligence (AI). Emerging technologies are those technical innovations which represent progressive development within field for competitive advantages. This new technology is found in all areas of human life including education evidence in the use of Information and communication Technology (ICTs) tools in teaching. The 21<sup>st</sup> century classroom requires a new face of teachers with an ICT-compliant status and mindset to support the teaching and learning processes. Emerging technologies bring fundamental changes to the lives of 21st century learners, who are the most frequent users of emerging technologies and online service Organisation for Economic Cooperation and Development (OECD, 2016).

To key into global best practices in education, FRN (2013) stated that, teaching and learning should be activity-based, learner-centered and experimental as well as Information and Communication Technology (ICT) supported. The emerging technology concepts in education include the internet back-bone as well as other electronic media devices and facilities that ensure e-learning. Its application covers the use of broadband desktop, laptop, tablets,

smartphones and other hand held devices, wide range of electronic technology devices such as radio, cassette tapes, audio streams, downloadable packages, internet services, television, Ipads, interactive boards etc. The teachers' application of these in teaching and learning situation have improve the quality of teaching the students in digital age. Oluka, Odeluga and Mbah (2021) opined that 21<sup>st</sup> century learners need emerging technologies to in order to make the teaching attractive and learner centered.

In teaching the students in universities, emerging technologies are equally needed to provide the students with state of arts facilities and skills for modern business and industrial development. According to Okeke (2015), digital and emerging technologies are referred to as the use of advance and communication technology to collect, store, analyze and share physical information and market information in each link of the product value chain, providing important technical support for innovation in various field. It is the combination of digital technology, e-content and instructional strategies to support teaching and learning activities and tasks online. According to Olaniyi (2022) digital teaching and learning is any type of teaching and learning that is accompanied by digital technologies or by pedagogical approaches that use the technology effectively. Digital technologies are supposed to be utilized by teachers irrespective of educational level in teaching and learning in digital era.

The use of digital technology in Business Education can help in the promotion and widening of educational participation, support of diversity of educational provision and better forms and outcomes of learning for and about business. However, the type of digital technology used depends on the availability and digital skill possessed by the Educators. Among the emerging technologies are the social media, virtual

classroom, internet, online classrooms, video conferencing and powerpoint presentation. The utilization of social media have grown vast that people use the platform for different interactions and communication purposes including teaching and learning.

Social media comprises of activities that involve socializing and networking online through words, pictures and video. Ugwu (2019) define social media as a group of internet-based applications that build on the ideological and technological foundation of web 2.0, and that allows the creation and exchange of user-generated content. Victoria (2015) observed that since technology is ruling the world in all disciplines and activities, the modern office ranks highest in innovation development and use of the ever changing technologies requiring adequate integration of ICT in adult and continuing education. The adult educators may equally adopt virtual classroom in teaching and learning of their adult learners.

Virtual classroom is also another digital technology that is used by the tutors to impact knowledge to learners. Mbah and Ezeilo (2019) stated that virtual classroom is not so different than the traditional classroom; in a virtual class, there is a teacher who is teaching but not in the class but in front of a camera of a computer somewhere and the students participate in the class or sitting in their room in front of their computers. In the virtual classroom there can be an interactive session like a traditional classroom, students and lecturers can interact. Virtual classroom can be defined as a collaborative web conference tool with an online white board and breakout room. The utilization of these emerging digital technologies in business education is not certain following the impact created by non-availability and ICT skills needed to utilize these emerging

technologies. The utilization of emerging technology is pertinent in promoting the achievement of sustainable development goals. The integration of digital technology in every areas of human life have necessitated the need to train Business Education Students with emerging technology for quality and sustainability of education.

Further, achieving sustainable development goal depends on the level and quality of educational programme provided to the learners with the state of the art facilities. The sustainable development goals or global goals are a collection of seventeen interlinked objectives designed to serve as a share blueprint for peace and prosperity of people and planet. According to Onoh (2014) the sustainable development goals are; no poverty; zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities; responsible consumption and production, climate action; life below water, life on land; peace, justices and strong institutions and partnerships for the goals. The SDGs emphasize the interconnected environment, social and economic aspects of sustainability at their centre. It is important to note that there are cross-cut issues and synergy between the different goals. The achievement of the goals depends on the quality of training and education given to the people that manage material resources in the environment to attend the needed goals. The extent of utilizing emerging technology is pertinent to the study as business education students are equally affected by the impact created by emerging technology in socio-economic and technological development. Hence, this research work aims at determining the extent of utilization of emerging technologies in Business

Education programmes in the university for achieving sustainable development goals in Enugu State.

### **Statement of the Problem**

Dynamism of the world which is necessitated by emerging technologies demands human beings to be in a constant motion of technology and learning. It is therefore advocated in this paper that, as part of their learning in digital era effort must be made to improve the teaching and learning of students using emerging technologies. There are quite a good number of things, in this technological age, which are invented on daily basis, hence the need for educational practitioners to look out for the opportunities to remain relevant in training the students. The social media, virtual classroom and other technological facilities provided in Business Education programme need to be utilized to promote learning and technological skill of the learners. The Business Educators should implement measures that will promote effective teaching and learning of Business Education programme. If the Business Educators fails to utilize these emerging technologies, the learners would not have the proper knowledge of digital technology and digital literacy (Olaniyi, 2022). This would affect the overall development and achievement of sustainable development goals. Consequently, there is need to determine the extent of utilization of emerging technology in Business Education for achieving sustainable development goals in Universities in Enugu State.

### **Purpose of the Study**

The main purpose of the study was to determine the extent of utilization of emerging technology in Business education for achieving sustainable development goals in Universities in Enugu State. The study specifically sought to determine the;

1. extent of utilization of social media in Business education for achieving

- sustainable development goals in Universities in Enugu State
2. extent of utilization of virtual classroom in Business education for achieving sustainable development goals in Universities in Enugu State.

### Research Questions

The study was guided by the following research questions:

1. What is the extent of utilization of social media in Business education for achieving sustainable development goals in Universities in Enugu State?
2. What is the extent of utilization of virtual classroom in Business education for achieving sustainable development goals in Universities in Enugu State?

### Hypotheses

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

- H<sub>01</sub>** There is no significant difference between the mean ratings of male and female Business Educators on the extent of utilization of social media in Business Education for achieving sustainable development goals in Universities in Enugu State.
- H<sub>02</sub>** There is no significant difference between the mean ratings of male and female Business Educators on the extent of utilization of virtual classroom in Business Education for achieving sustainable development goals in Universities in Enugu State.

### Method

This study adopted a survey research design. According to Nworgu (2015) survey research design is one in which a group of people or items are studied by collecting and analyzing data from only a few of them the entire group. This design was adopted due to the polychotomous instrument used and the opinions of the Business Educators were sought for. The area of the study was Enugu State of Nigeria. Enugu State is one of the

five States in South-East geopolitical zone of Nigeria. The population comprised 26 Business Educators in two public universities offering Business Education programme in Enugu State. The population was determined based on the field survey conducted by the researcher. The number was manageable and as such, there was no sampling.

The data collection was carried out using 21 item structured questionnaire developed by the researcher based on the review of related literature. The instrument was structured in four point response scales. The instrument was validated by three experts in Business Education and Measurement and Evaluation in Enugu State University of Science and Technology. Their corrections and suggestions were used to produce the final instrument used for the study. The instrument was trial tested using 20 copies on Business Educators in Ebonyi State who were not part of the population under study. The reliability coefficient yielded 0.71 using Crombach Alpha method. This 0.71 coefficient is in-line with Uzoagulu (2013) that reliability index of 0.60 to 1 shows that the instrument is highly reliable.

Two research assistants were used in the administration of the questionnaire and out of 26 copies distributed 24 copies were returned giving 92.31% return rate. Weighted means and standard deviations were used to answer the research questions. Decisions on the research questions were made using the lower and upper limits of the mean based on a four point scale. The standard deviation was used to determine the homogeneity or otherwise of the opinions of the respondents. The t-test was used to test the null hypotheses. The analysis was carried out using Statistical Packages Social Science (SPSS). The significant value (at 2-tail) was compared with .05 level of significant at the appropriate degree of freedom. The null

hypothesis was not significant when the significant value was less than the .05 level of significance and at appropriate degree of freedom; otherwise the null hypothesis was significant.

### Results

The results of the study obtained were presented in Tables based on the research

questions and hypotheses that guided the study.

### Research Question 1

What is the extent of utilization of social media in Business Education for achieving sustainable development goals in the Universities in Enugu State?

**Table 1: Mean ratings and standard deviation of the respondents on the extent of utilization of social media in Business Education for achieving sustainable development goals in the Universities in Enugu State**

S/N	extent of utilization of social media in includes;	Overall		Decision
		$\bar{X}_G$	SD <sub>G</sub>	
1	Creating a twitter page for presenting instruction	1.68	0.66	Low Extent
2	Using Flickr to demonstrate during instruction delivery	1.64	0.65	Low Extent
3	Sharing video, pdf/audio using twitter	1.63	0.67	Low Extent
4	Using Pinterest in practical demonstration of instruction	1.65	0.67	Low Extent
5	Engaging students collaborative instructional delivery	1.61	0.65	Low Extent
6	Uploading instructional videos using YouTube	1.63	0.65	Low Extent
7	Using social media tools in preparing lesson	1.66	0.69	Low Extent
8	Using facebook live chat in teaching trades subjects	1.67	0.66	Low Extent
9	Monitoring students activities through facebook chats	1.65	0.69	Low Extent
10	Conducting assessment of students cognitive experience through social media	1.62	0.66	Low Extent
11	Directing students using YouTube links in lesson delivery	1.67	0.71	Low Extent
	<b>Cluster Mean/SD</b>	<b>1.65</b>	<b>0.67</b>	Low Extent

**Note: X =Mean; SD = Standard Deviation**

The data presented in Table 1 indicates that the overall item mean ratings ranges from 1.61 to 1.68 depicting low extent. The items have overall cluster mean of 1.65 and standard deviation of 0.67. The low level of standard deviation of 0.67 obtained indicates that the respondents have consensus opinion in their responses to the items on the low extent of utilization of social media in extent of utilization of social media in Business Education for achieving

sustainable development goals in Universities in Enugu State.

### Hypothesis 1

There is no significant difference between the mean ratings of male and female business educators on the extent of utilization of social media in extent of utilization of social media in Business Education for achieving sustainable development goals in Universities in Enugu State.

**Table 2: Summary of t-test analysis of mean ratings of male and female business educators on the extent of utilization of social media in extent of utilization of social media in Business Education for achieving sustainable development goals in Universities in Enugu State**

Variables	N			Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
		t	df				
Male	7	0.429	19	0.671	0.29310	0.68797	NS
Female	14						

The result of t-test analysis in Table 2 shows that the t-value at 0.05 level of significant and 19 degree of freedom for the 11 items is 0.429 with a significant value of 0.671. Since the significant value of 0.671 is more than the 0.05 level of significance the null hypothesis is not significant. This means that there is no significant difference on the mean ratings of male and female Business Educators on the extent of utilization of social media in extent of utilization of social

media in Business Education for achieving sustainable development goals in Universities in Enugu State.

### Research Question 2

What is the extent of utilization of virtual classroom on the extent of utilization of social media in Business Education for achieving sustainable development goals in Universities in Enugu State?

**Table 3: Mean ratings and standard deviation of the respondents on the extent of utilization of virtual classroom in Business Education for achieving sustainable development goals in Universities in Enugu State**

S/N	extent of utilization of virtual classroom includes;	Overall		Decision
		$\bar{X}_G$	$SD_G$	
12	Uploading of instructional contents to dedicated electronic mail	1.72	0.67	Low Extent
13	Establishing a forum using yahoo messenger	1.66	0.68	Low Extent
14	Creating a bulk instructional delivery platform for communicating to students.	1.62	0.65	Low Extent
15	Virtual classroom is used in monitoring students participation in group learning	1.70	0.71	Low Extent
16	Using it as a platform for collecting assignment	1.69	0.68	Low Extent
17	Utilizing virtual classroom in conducting oral/written examination	1.64	0.63	Low Extent
18	Sharing videos, pdf/audio instruction through Whatsapp	1.65	0.66	Low Extent
19	Organizing an interactive chatting on a topic prior to physical classroom instruction	1.66	0.69	Low Extent
20	Using virtual classroom to deliver instructions to the students	1.62	0.67	Low Extent
21	Creating a blog for the audio/video instruction	1.69	0.73	Low Extent
	<b>Cluster Mean/SD</b>	<b>1.67</b>	<b>0.68</b>	Low Extent

Note: X =Mean; SD = Standard Deviation

The data presented in Table 3 indicates that the overall item mean ratings ranges from 1.62 to 1.72 depicting low extent. The items have overall cluster mean of 1.65 and standard deviation of 0.68. The low level of standard deviation of 0.68 shows obtained

indicates that the respondents have consensus opinion in their responses to the items on the low extent of utilization of virtual classroom in extent of utilization of virtual classroom in extent of utilization of social media in Business Education for

achieving sustainable development goals in Universities in Enugu State.

### Hypothesis 2

There is no significant difference between the mean ratings of male and female Business Educators on the extent of

utilization of social media in extent of utilization of virtual classroom in extent of utilization of social media in Business Education for achieving sustainable development goals in Universities in Enugu State.

**Table 4: Summary of t-test analysis of mean ratings of male and female Business Education on the extent of utilization of social media in Business Education for achieving sustainable development goals in Universities in Enugu State**

Variables	N	T	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	7	0.306	19	0.701	0.29310	0.68797	NS
Female	14						

The result of t-test analysis in Table 4 shows that the t-value at 0.05 level of significant and 19 degree of freedom for the 10 items is 0.306 with a significant value of 0.701. Since the significant value of 0.701 is more than the 0.05 level of significance the null hypothesis is not significant. This means that there is no significant difference between the mean ratings of male and female business Educators on the extent of utilization of virtual classroom of social media in Business Education for achieving sustainable development goals in Universities in Enugu State.

### Discussion of Findings

The result of data analysis according to research question two showed that the utilization of social media in Business Education for achieving sustainable development goals in Universities in Enugu State is to a low extent. The findings indicated that the low extent of utilizing social media in Business Education programme includes; using facebook live chat in teaching trades subjects, monitoring students activities through facebook chats, conducting assessment of students cognitive experience through social media, directing students using youtube links in lesson

delivery, creating a twitter page for presenting instruction, using flickr to demonstrate during instruction delivery, creating a twitter page for presenting instruction, sharing video, pdf/audio using twitter, uploading instructional videos using youtube and using social media tools in preparing lesson among others. The implication of the findings of the study was that the teachers are utilizing the social media to a low extent in Business Education for achieving sustainable development goals in Universities in Enugu State. This low extent of utilization means that the Business Educators need the training in social media. The findings of the study were in consonance with Okeke (2019) that social media tools are not given the needed attention for sustainable development in 21<sup>st</sup> century. The author pointed that teachers should be given in-services training in the utilization of social media to improve their service delivery in schools and distance locations. Ugwu (2019) observed that adding video teaching through social media to repertoire assists one to keep current with technology and explore new teaching delivery method. Social media teaching may allow teachers to extend the reach of his/her content for instance, one may be able to



attract additional enrolment from students in regional or rural areas where students are able to participate in classes and seminars, via video and allow students who could previously have missed out to take that content.

Further, the findings in the null hypothesis one showed that significant difference does not exist between the mean ratings of male and female Business Educators on the extent of utilization of social media in Business Education for achieving sustainable development goals in Universities in Enugu State. This implies that gender of the teachers had no influence on the identified low extent. The findings of no significant difference were in consonance with Victoria (2015) that gender have no influence on their utilization of digital technology in teaching.

Moreover, the findings of the study in research question two showed that utilization of virtual classroom in Business Education for achieving sustainable development goals in Universities in Enugu State is to a low extent. The findings showed that Business Educators utilize virtual classroom to a low extent in sharing videos, pdf/audio instruction through whatsapp, organizing an interactive chatting on a topic prior to physical classroom instruction, using virtual classroom to deliver instructions to the students, creating a blog for the audio/video instruction, uploading of instructional contents to dedicated electronic mail, establishing a forum using yahoo messenger, creating a bulk instructional delivery platform for communicating to students, virtual classroom is used in monitoring students participation in group learning, using it as a platform for collecting assignment and utilizing virtual classroom in conducting oral/written examination. The findings of were in consonance with Victoria (2015) that the teachers as educators have not

utilized ICT facilities like virtual classroom in teaching and learning. The study therefore indicates that Business Educators need to utilize this digital technology to achieve sustainable development goal in Enugu State.

In addition to the above, the findings in the null hypothesis two showed that significant difference does not exist on the mean ratings of male and female Business Educators on the extent of utilization of virtual classroom in Business Education for achieving sustainable development goals in Universities in Enugu State. This implies that gender of the teachers had no influence on the identified low extent.

### **Conclusion**

The study identifies the extent of utilization of social media and virtual classroom in Business Education for achieving sustainable development goals in Universities in Enugu State. The findings showed that Business Educators utilize social media and virtual classroom to a low extent in teaching. These findings would enable the government and administrators of Business Education programme to ensure that training and re-training programmes are given to the business educators to improve their utilization of emerging technologies in teaching Business Education programme for achieving sustainable development goals.

### **Recommendations**

Based on the findings, the following recommendations were made:

1. Business Educators should use social media tools in preparing lesson.
2. Emerging technologies in education like virtual classroom should be used to improve the teaching and learning of business education.
3. Government should providing resources to enable Business Educators to use social media and virtual classroom platforms in teaching.

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