



Availability and Accessibility Of Web 2.0 Technologies for Teaching Business Education Courses in Tertiary Institutions in South East Nigeria

Stephanie Sannex Chukwu-Umahi¹ & Prof. B. E. Okoli²

**Department of Business Education
Ebony State University, Abakaliki, Nigeria**

ABSTRACT

The study investigated the availability and accessibility of web 2.0 technologies in teaching business education courses in South Eastern States of Nigeria. Two specific purposes guided the study. The survey research design was used in the study. The population consisted of 128 business educators drawn from eight Tertiary Institutions in South Eastern States of Nigeria. There was no sampling in the study because population of the study was of manageable size, indeed all of them were studied. Researcher's self-designed questionnaire using percentage of 50% and above and four point rating scale of strongly agreed (SA) 4, Agreed (A) 3, Disagreed (D) 2 and strongly disagreed (SD), was used for data collection. The instrument was validated by three experts and was tested for reliability using Cronbach Alpha of Co-efficient which yielded an estimate value of 0.72. Data collected was analyzed using percentage of numbers mean and standard deviation to answer the research questions and t-test² to test the hypotheses at 0.05 level of significance. The findings of research questions revealed that the following that is an availability of web 2.0 technologies for teaching the business education courses, that business education lecturers in south east Nigeria are accessing the available web 2.0 technologies. Similarly, the research hypotheses suggest that there is no significant difference in the mean rating of business educators of federal and state owned universities. Also, there is no significant difference in the mean ratings of business educators on the availability of web 2.0 technologies. Again, there is no significant difference in the mean ratings of male and female business educators on extent to which they have access to the available web 2.0 technologies. It was recommended that web 2.0 technologies should be enshrined in the business education programme in all institutions offering the course.

Keywords: Availability, Accessibility, Web 2.0 Technologies, and Business Education

INTRODUCTION

The past five years or so have seen growing excitement within the educational community about web 2.0 technologies. The term "web 2.0" is an umbrella term for a host of recent internet applications such as social networking, wikis, folksonomies, virtual societies, collaborative sites, blogging, multiplayer, online gaming and 'mashups'. Web 2.0 refers to websites that emphasizes user-generated content, ease of use, participatory culture and interoperability for end users. According to O' Reilly in Joshua & Nwabufor (2014), web 2.0 is a social use of web which allows people to collaborate, get actively involved in creating content, to generate knowledge and to share information online. It refers to a perceived second generation of web development and design that facilitates communication and secures information sharing, interoperability and collaboration on the World Wide Web (Harris & Rea 2012). Web 2.0 signaled a change in the way which the World Wide Web is and became an interactive experience between users and web publishers, rather than the one way conversation that has previously existed. It

also represents a more populist to contribute, regardless of their technical knowledge. Today, the web has become more than an information repository or a place to search for resources. Little wonder Yuen, Yaoyuneyong & Yuen (2011), stated that the advent of 2.0 has transformed the internet into a global network of interconnected learning communities. As the prevalence of these tools increased, the availability of freely accessible, user-generated and online information has simultaneously expanded. These two trends according to Yuen, Yanoyuneyong and Yuen (2011), have combined to change the way teachers and students interact

In the context of this study, availability is a situation in which technology is available for use in right appropriation at every given time. In the light of this, Janalta (2016) maintained that technology availability is the ability of a user to access information or resources in specified location and in the correct format. Going further, he stated that availability is one of the five pillars of Information Assurance (IA). The other four are integrity, authentication, confidentiality and nonrepudiation. When a system is regularly non-functioning, information availability is affected and significantly impacts users negatively. In addition, when data is not secure and easily available information security is affected. If a computer system cannot deliver information efficiently, then availability is compromised. Larry (2016) conducted a study on technology availability and computer experience and technophobia among public school teachers. The result showed that computers are available in all the schools investigated but teachers are having issues in using them, because of technophobic. Also, he noted that although computer experience is the most prominent predictor of technophobia, it is not the only predictor that age, gender teaching experience, computer availability, ethnicity and school socioeconomic status also play an important role in predicting technophobia.

Accessibility is the process of designing courses and developing a teaching type to the need of people from a variety background, abilities and types. Though in the pursuit of seeking understanding, accessibility has taken on various meanings both by developers and educators. The Office for Civil Rights (OCR) at the U.S. Department of Education defines accessibility as meaning “when a person with a disability is afforded the opportunity to acquire the same services as a person without in an equally integrated and equally effective manner, with substantially equivalent ease of use”. Curry (2020) maintained that the educational institutions should adopt the universal design for learning (UDL) which guide the design of instructional goals, assessments, methods and materials that can be customized and adjusted to meet individual needs. Educators that have adopted such framework, she observed knows that the Curriculum will fail if students cannot participate because, materials or technologies provided to them are not equally effective or equally integrated and are without substantially equivalent ease of use. Success depend on the availability of educational materials and technologies that all students can access and use for learning.

The promise of accessibility materials and technologies has never been greater for learners who need them. Going further, Curry, (2020) observed standards, guidance and technical assistance are accompanied by an increasingly dominant ethos that all students can learn when provided with the curriculum and materials that enable them to do so. Employer Assistance and Resource Network on disability Inclusion (EARN), (1998) is of the opinion that technology is one of the central drivers of productivity and success, for all workers and students. But when workplace or school technologies are not accessible, it excludes and becomes a barrier to educators, students and employers of labour. It can limit opportunities for people with disabilities to get hired, or excel in their job duties because they cannot access basic workplace tools. Inaccessibility of media technologies can deny students the ability to carry out research online or educators connecting their supervisees on online. On the flip side when an organization, or establishment technology infrastructure is accessible. It can optimize on the students, the educators and the organizational level.

Gender according to gender.jhpc.org (2020) refers to the economic, social, political and cultural attributes and opportunities associated with being women or men. The social definitions of what it means to be a woman or a man vary among culture and change overtime. Gender is a socio-cultural expression of particular characteristics and roles that are associated with certain groups of people with reference to their

sex and sexuality. Clement (2015) noted that accessibility and utilization of modern technologies depend on gender in Ekiti State Nigeria. In support of this is Okoye's (2014) report which found significance difference in responses of both male and female educators in the use of technologies in teaching the business education courses in Taraba State. A study conducted by Olayanju and Baba (2017) found that there was significance difference in the mean ratings of business educators in tertiary institution in Kogi State Nigeria. Uzo & Okeke (2020) maintained that the application of online teaching strategy which is the hallmark of web 2.0 technologies for training the business education students for improved performance in necessary and strategic in this 21st century. Ogonu (2020) also found that there no significance difference between senior and junior lecturers in federal college of education (technical) Omoke to the extent in which they have access to new technologies in teaching of business education courses. Though Wen.Hao, Demice Sun Joo Yoo (2013) noted that male have more positive attitude towards the availability, accessibility and utilization of web 2.0 technologies than females. The findings is also supported by Lawal & Israel (2016) who discovered no significance difference in opinions of both male and female as regards the new technologies in teaching of business education courses in tertiary institution in Kwara State. Joshua and Olayinka (2015) report that business educators in both state and federal institutions do not differ significantly in their mean ratings as regards the perceived influence of cutting edge in teaching/learning methodologies on the acquisitions of 21st century business education skills in Nigerian universities"

Web 2.0 has the potential to permanently change the way business education instruction is constructed and disseminated, due to the ease of use, their open nature and their support for collaboration and communication. The application associated with web 2.0 has profound potential to transform education because lecturers can use web 2.0 tools to captivate students to hold their attention and to enhance learning experience. Other advantages of web 2.0 in teaching and learning include; that it is available at any time, any place, it is easy to use, learners can actively be involved in knowledge building, it can create dynamic learning communities, where everybody is the author and the editor, every edit that has been made can be tracked, it is user friendly, updates in wiki are immediate and it offers more sources for researchers and provide real-time discussion. Considering the above advantages of using web 2.0 technologies in teaching and learning, scholars such as Franklin and Harmelen (2007), predicted that the evolution of web 2.0 will transform the way colleges and universities go about the business of education. Aside aiding learning, teaching and assessment, web 2.0 technologies have the potential to enhance and interconnect school communities to widen participation and help keep alumni in contact and to expand education's ability to symbiotically coexist with industry.

Web 2.0 has the potential to permanently change the way business education instruction is constructed and disseminated, due to the ease of use, their open nature and their support for collaboration and communication. Business education is a programme of instruction which offers specialized instruction for office occupations and general business orientation which is capable of transforming the nation. Web 2.0 technologies has the potential to forever alter the way business education instruction is constructed and disseminated due to their easy to use, open nature and support for collaboration. Joshua & Nwabuto (2014) discovered after a study carried out in Nigeria universities that business educators were not making adequate use of web 2.0 technologies in teaching; these were attributed to many challenges ranging from non-availabilities of web 2.0 technologies, to inadequate power supply. Web 2.0 technologies is essential in teaching business education courses, because it is one thing to access technologies and another thing to adequately use it. Business education programme as skill oriented programme requires adequate provision of technologies like web 2.0 technologies for effective teaching and learning in order to achieve the above aims. It is on this note that the researcher is seeking to assess the Availability and accessibility of Web 2.0 Technologies in teaching the business education courses in tertiary institutions in South Eastern States of Nigeria

Statement of the Problem

The world we live today is a world of technology. The evolution of technology will continue to stay, because its positive effect in every human endeavor is a welcomed development. Today's business education students are no longer the people our educational system was designed to teach. Teaching and learning of business education is still carried out using the conventional methods in which students are told what to learn, as well as when and how. Instead that knowledge should be actively constructed and students made responsible for their own learning. The increasing prevalence of software as a service is trending and this trend is enabled by the proliferation of internet. The traditional learning environment no longer prepares the business education

students for the contemporary world of work that exists today. Conole (2010), Conole and Alevizonu (2010), noted that currently, a gap exist between the potentials offered by modern internet technologies and the traditional pedagogy and practice. These, they believe is happening because of inability of lecturers and government to provide the trending technologies and make adequate use of them in nurturing students. Web 2.0 technologies provide a level user interaction that is not available before. Website have become much more dynamic and interconnected, producing “online” communities and making it even easier to share information on the web. Because most of web 2.0 features are offered as free services, sites like Wikipedia and Facebook have grown at amazingly fast rates; offering opportunities to people, business educators inclusive to tap into the moving trends and take advantages of its unique benefits and opportunities. Business education as skill oriented programme that demand consistent up-to-date in skills and knowledge is needed to move Nigeria Economy forward and provide jobs for its graduates. But the students cannot achieve these without lecturers’ ability to deliver in their instructional responsibilities; because of the inadequate availability, accessibility which have hampered the extent of utilization of these technologies by these lecturers. Therefore, this study is designed to assess the availability and accessibility of web 2.0 technologies by business educators in teaching the business education courses in tertiary institutions in South Eastern States of Nigeria.

Purpose of the Study

The main purpose of this study is to determine the availability and accessibility of web 2.0 technologies in teaching the business education courses in tertiary institutions in South Eastern States of Nigeria. Specifically, the study will seek to:

1. Determine the availability of web 2.0 technologies for teaching business education courses in tertiary institutions in South East Nigeria.
2. Examine the extent of accessibility to web 2.0 technologies by business educators in teaching the business education courses in tertiary institutions in South East Nigeria.

Research Questions

The following research questions have been formulated to guide this research work:

1. What are the web 2.0 technologies available for teaching business education courses in South Eastern States of Nigeria?
2. To what extent do business educators have access to the available web 2.0 technologies in teaching business education courses in South Eastern States of Nigeria?

Hypotheses

The following null hypothesis will be tested at 0.05 level of significance

- H0₁ The responses of male and female business educators do not differ significantly on the availability of web 2.0 technologies for teaching business education courses in tertiary institutions in South Eastern States of Nigeria.
- H0₂ The responses of male and female business educators do not differ significantly on the extent in which they have access to the available web 2.0 technologies in teaching the business education courses in tertiary institutions in South Eastern States of Nigeria.

METHOD

The survey research design was used in the study. The population consisted of 128 business educators drawn from eight Tertiary Institutions in South Eastern States of Nigeria. There was no sampling in the study because population of the study was of manageable size; indeed all of them were studied. The instrument for data collection is questionnaire is titled “Availability, and accessibility of web 2.0 technologies in teaching the business education courses in tertiary institutions in the South Eastern States of Nigeria (AUNTTBEC) using percentage of 50% and above and four point rating scale of strongly agreed (SA) 4, Agreed (A) 3, Disagreed (D) 2 and strongly disagreed (SD). The instrument was validated by three experts and was tested for reliability using Cronbach Alpha of Co-efficient which yielded an estimate value of 0.72. The instrument was subjected to reliability test after validation. A trial test was carried out in South-South which does not fall within the study area. The instrument was administered on 30 lecturers and data collected were analyzed using Cronbach Alpha reliability coefficient. The reliability indexes obtained were as follows: 0.67, 0.68, 0.70 cluster 1 (0.67) cluster 2 (0.68) and cluster 3 (0.70).

Data collected was analyzed using percentage of numbers mean and standard deviation to answer the research questions and t-test to test the hypotheses at 0.05 level of significance.

RESULTS

Research Question 1: *What are the Web 2.0 technologies available for teaching business education courses in South Eastern States of Nigeria?*

The descriptive analysis adopted to answer question one is presented in Table 1.

Table1: Web 2.0 technologies available for teaching business education courses in South Eastern States of Nigeria

SN	Web 2.0 Technologies	N	Freq of Availability	% Availability	Remarks
1	Blogs	128	110	85.94%	Available
2	Book marking	128	100	78.13%	Available
3	Social Networking	128	103	80.47%	Available
4	Collaborative Authoring	128	97	75.78%	Available
5	Instant Messaging	128	123	96.09%	Available
6	E-portfolio	128	95	74.22%	Available
7	E-mail	128	119	92.97%	Available
8	Google maps	128	89	69.53%	Available
9	Youtube	128	111	86.72%	Available
10	Twitter	128	113	88.28%	Available
11	Concept board	128	101	78.91%	Available

The result in Table 1 shows that percentage scores range between 69 to 96. By these results, the respondents indicated that all the web 2.0 technologies are available for teaching business education courses in the South Eastern States of Nigeria. Summary of result on Table1 indicates that all the Web 2.0 technologies are available for teaching business education courses in South Eastern States of Nigeria. The percentage aggregate results on web 2.0 technologies available for teaching business education courses in South Eastern States of Nigeria.

Research Question 2: *To what extent do business educators have access to the Web 2.0 technologies for teaching business education courses in South Eastern States of Nigeria?*

The percentage results on the level of accessibility to the web 2.0 technologies for teaching business education courses in South Eastern States of Nigeria.

Table 2: Level of access to the Web 2.0 technologies for teaching business education courses in South Eastern States of Nigeria

SN	Web 2.0 Technologies	N	Freq of Access	% Access	Remarks
12	Blogs	128	83	64.84%	Accessed
13	Book marking	128	60	46.88%	Not accessed
14	Social Networking	128	54	42.19%	Not accessed
15	Collaborative Authoring	128	54	42.19%	Not accessed
16	Instant Messaging	128	103	80.47%	Accessed
17	E-portfolio	128	63	49.22%	Not accessed
18	E-mail	128	106	82.81%	Accessed
19	Google maps	128	57	44.53%	Not accessed
20	You-tube	128	78	60.94%	Accessed
21	Twitter	128	95	74.22%	Accessed
22	Concept board	128	67	52.34%	Accessed

Result of data analysis summarized on Table 2 shows that business educators have access to the web 2.0 technologies such as blogs, instant messaging, e-mail, youtube, twitter and concept board for teaching the business education courses in South East. The result however indicates that web 2.0 technologies such as social networking, e-portfolio and book marking are not accessed by these educators. This was discovered from the fact that the cutoff point set for the study was not achieved by these tools.

Hypothesis One: The responses of business educators on availability of Web 2.0 technologies for teaching business education courses in South Eastern States of Nigeria do not depend significantly on their gender

Table 3: Test of independence of the availability of Web 2.0 technologies for teaching business education courses in South Eastern States of Nigeria on gender of business educators

SN	Web Tools	Gender Category	Frequency on Availability		χ^2 cal	χ^2 signif	decision
			Available	Unavailable			
1	Blogs	Male	64	7	2.321	.200	Accepted
		Female	46	11			
2	Book marking	Male	59	12	2.297	.139	Accepted
		Female	41	16			
3	Social Networking	Male	59	12	.698	.502	Accepted
		Female	44	13			
4	Collaborative Authoring	Male	56	15	.827	.410	Accepted
		Female	41	16			
5	Instant Messaging	Male	68	3	.044	1.000	Accepted
		Female	55	2			
6	E-portfolio	Male	54	17	.281	.685	Accepted
		Female	41	16			
7	E-mail	Male	66	4	1.275	.529	Accepted
		Female	53	4			
8	Google maps	Male	53	18	1.964	.180	Accepted
		Female	36	21			
9	You-tube	Male	66	5	5.433	.034	Rejected
		Female	45	12			
10	Twitter	Male	66	5	3.375	.096	Accepted
		Female	47	10			
11	Concept board	Male	60	11	2.993	.126	Accepted
		Female	41	16			

The result on Table 3 shows that the responses of business educators in South East Nigeria do not depend significantly on gender. This is because the T-cal are less than the t-crit. However, the result shows that (item 9) which is youtube has calculated t-values greater than critical t-value as such was rejected. But based on decision rule to accept the null hypothesis if the calculated t-values is less than the critical t-value, the null hypothesis one was retained and concluded that there is not significantly difference in the responses of business educators as regards the availability of web 2.0 technologies in south east Nigeria. As shown on Table5, except for You-tube, the levels of utilization of Web 2.0 technologies for teaching business education courses in South Eastern States of Nigeria do not depend significantly on gender.

Hypothesis Two: The responses of male and female educators do not depend significantly on the extent in which they have access to the available web 2.0 technologies in teaching the business education courses in tertiary institution in south eastern states of Nigeria.

			Accessible	Inaccessible			
1	Blogs	Male	50	21	2.173	.192	Accepted
		Female	33	24			
2	Book marking	Male	38	33	.147	.093	Accepted
		Female	32	35			
3	Social Networking	Male	34	37	2.137	.155	Accepted
		Female	20	37			
4	Collaborative Authoring	Male	33	38	1.209	.286	Accepted
		Female	21	36			
5	Instant Messaging	Male	66	5	16.37	.000	Rejected
		Female	37	20	9		
6	E-portfolio	Male	41	30	4.671	.035	Rejected
		Female	22	35			
7	E-mail	Male	64	7	.212	.014	Rejected
		Female	42	15			
8	Google maps	Male	36	35	2.474	.152	Accepted
		Female	21	36			
9	You-tube	Male	49	21	6.041	.019	Rejected
		Female	29	28			
10	Twitter	Male	63	7	20.89	.000	Rejected
		Female	32	25	6		
11	Concept board	Male	46	25	10.01	.002	Rejected
		Female	21	36	8		

As shown on Table 4, for instant messaging, e-portfolio, e-mails, youtube, twitter and concept board the levels of accessibility of web 2.0 technologies for teaching business education courses in South Eastern states of Nigeria depend significantly on gender. The table however revealed that the accessibility does not depend on gender for web 2.0 technologies such as blogs, book marking, social networking, collaborative authoring and goggle maps.

DISCUSSION

Results of research question one in Table 1 indicate that web 2.0 technologies such as blogs, book marking, social networking, collaborative authoring, instant messaging, e-portfolio, e-mail, Google maps, youtube, twitter and concept board are available for use by business educators for teaching the business education courses in tertiary institutions in South Eastern States of Nigeria. These findings suggest that web 2.0 technologies are needed by business educators for effective teaching, researching, supervision result preparations, presentation monitoring, in tertiary institution in South Eastern States of Nigeria. More so, the result of research hypothesis one presented in 2, showed that the calculated t-value of 10 items (1,2,3,4,5,6,7,8,10 and 11) were less than the critical value. Contrarily, one item (9) had calculated t-value greater than the critical t-value. However, the grand mean (1.49) obtained for all the calculated t-value was less than the critical t-value of 1.96. Based on the decision rule to accept the null hypothesis if the calculated t-value was less than the critical t-value. The null hypothesis one was retained and concluded that the responses of business educators in South Eastern States of Nigeria do not depend significantly on the availability of web 2.0 technologies. The findings agreed with Joshua and Nwabufor

(2019) who found out that web 2.0 technologies are available for use by business educators. They also noted that availability of technologies is the corner stone for its successful usage. Thus its availability is very essential to business educators. Joshua & Olayinka (2015) supported these findings when they noted that the coming of information and communication gadgets such as laptops, android phones have made web technologies available anywhere, anytime. This is of great importance to enable the business educators to make use of them as the need arises. Going further Igberaharha (2014) noted that the availability of web 2.0 technologies is first step towards the successful accessibility and utilization. It is worthy to note that for business educators in this 21st century to function effectively in terms of lecturing, researching and publications, technologies such as web 2.0 technologies must be made available to them. The result presented in table 2 had a percentage score that range between 42.81% to 82.81%. This suggest that business educators are having access to various web 2.0 technologies such as blogs, instant messaging, e-mail, youtube, twitter and concept board in teaching the business education courses in South Eastern Nigeria. These technologies are highly needed by educators especially in higher institutions where research and publication are integral part of business educator's career. This result agreed with Curry (2020) who maintained that educational success depends on the accessibility of materials and technologies that student and lecturers can use for learning. The premise of accessibility of materials and technologies has never been greater for learners who need them. Access to web 2.0 technologies is fundamental to achieving the vision for wealth of information. This result also agreed with Vin-Mbah (2016) who noted that business educators in Anambra state are having access to the majority of web 2.0 technologies despite challenges facing them. In agreement, Ward (2008) maintained that web 2.0 technologies such as video conferencing has made interaction real and more engaging. As people watch each other from distance while interacting with each other, they are encouraged to share information, maintain good relationship and get to know each other better. Access to web 2.0 technologies is one of the most important aspects of web development because without access to the various tools, its coming is meaningless. The findings in research question two also correspond with Lawal & Israel (2016) who discovered that business educators are having access to some of web 2.0 technologies in Kwara State. Access to web 2.0 technologies gives educators fast access to information, centralization of information, flexibility of information retrieval and reduction in time wastage. As observed, Crook et al (2008) accessing web 2.0 technologies empowers the educational process by means of increased communication between teachers, students and course mates. Also, it is an innovative way to make learning more dynamic, longer lasting and more applicable to the world outside the classroom. In agreement to the above findings is Guntrah (2007) who noted that business educators and students are having access to web 2.0 technologies though on a low pace. Going further, he explained that the in-road which web 2.0 technologies is making in educational context is great, though its full effectiveness still need to be researched on. Little wonder Assistance Resource Network on Disability Inclusion (EARN), (1998) is of the opinion that technology is one of the central drives of productivity and success for all workers and students and will guarantee successful outcomes.

The findings of the research question however revealed that the business educators in South East Nigeria are not having access to some web 2.0 technologies such as book marking, social networking, collaborative authoring, e-portfolio and Google maps. This result is supported by the findings of Babalola, Dambo and Omoni (2019) who opined that the pace at which business educators in south-south Nigeria are accessing web 2.0 technologies is very low despite its availability and timeless nature. They maintained that, this low accessibility was due to billing system and cost of infrastructure. The findings is supported by the report of organization of economic co-operation and development in Igbineweka and Mani (2014) which emphasized that most of web 2.0 technologies such as linkin.com, collaborative authoring, book marking, social networking, youtube, etc were lowly accessed by business educators in universities in Nigeria. The findings is similar to what Ezeabitet et al found out in 2019, that both the federal and state university lecturers hardly access web 2.0 technologies such as google maps, e-portfolio, and concept board etc. Accessibility of web 2.0 technologies is paramount to its utilization as one cannot successfully utilized web 2.0 technologies without accessing them.

Independence of the accessibility of web 2.0 technologies for teaching business education courses in South Eastern States of Nigeria do not differ significantly on gender of business educators, this revealed that technologies such as instant messaging, e-portfolio, e-mails, youtube, twitter and concept board depended significantly on gender. This results of findings is in agreement with what Clement (2015) observed that accessibility and utilization of modern technologies depend on gender in Ekiti State Nigeria. In support of this is Okoye's (2014) report which found significance difference in responses of both male and female educators in the use of technologies in teaching the business education courses in Taraba State. Though Wen, Hao, Demice Sun Joo Yoo (2013) noted that male have more positive attitude towards the availability, accessibility and utilization of web 2.0 technologies than females. The findings is also supported by Lawal & Israel (2016) who discovered no significance difference in opinions of both male and female as regards the new technologies in teaching of business education courses in tertiary institution in Kwara State. The Findings is also in agreement with Joshua and Olayinka (2015) report that business educators in both state and federal institutions do not differ significantly in their mean ratings as regards the perceived influence of cutting edge in teaching/learning methodologies on the acquisitions of 21st century business education skills in Nigerian universities". The hypothesis two was upheld and retained because the calculated t-value is less than critical value. Based on the decision rule to accept the null hypothesis. If the calculated t-value is less than critical value, the hypothesis 2 is here by retained and the conclusion drawn that there is no significance difference in the overall responses of male and female business educators in the extent to which they have access to the available web 2.0 technologies in teaching the business education courses in South Eastern States of Nigeria.

Put in another words, male and female business educators do not view differently the level to which they have access to web 2.0 technologies. This implies that both male and female business educators are having overall equal opportunities in accessing web 2.0 technologies in teaching the business education course in south eastern states of Nigeria. This is another evidence that web 2.0 technologies are facilitating teaching and learning and cannot be neglected by either the male or female business educators. This finding is contrary to Olayanju and Baba (2017) which found that there was significance difference in the mean ratings of business educators in tertiary institution in Kogi State Nigeria. It is however in line with Ogujiofor and Ile (2010) that web 2.0 technologies such as collaborative authoring Google map instant messaging and concept board shows no significance difference between male and female educators in river state. Supporting the findings Uzo & Okeke (2020) maintained that the application of online teaching strategy which is the hallmark of web 2.0 technologies for training the business education students for improved performance in necessary and strategic in this 21st century. In line with the finding is the work of Ogonu (2020) which found no significance difference between senior and junior lecturers in federal college of education (technical) Omoke to the extent in which they have access to new technologies in teaching of business education courses.

CONCLUSION

Web 2.0 technologies refer to websites that emphasized user-generated content, ease of use, participatory culture and interoperability for end users. It is the second generation of web development and design that facilitates communication and secures information sharing, interoperability and collaboration on the World Wide Web. In response to the sophisticated nature of today's work environment, business educators need certain skills and competencies to function efficiently and effectively. This study found out that despite the importance of web 2.0 technologies in the present day teaching, learning, researching, publication and supervision that many business educators are yet to embrace these technologies fully for effective performance in tertiary institution in South Eastern States of Nigeria. Though the findings show availability and accessibility, the major problem lies on the utilization. Of course without utilization the excess of availability and accessibility will be defeated.

RECOMMENDATIONS

The following recommendations were made:

1. Business educators should be constantly updated on the available web 2.0 technologies for usage.
2. Both male and female business educators must be provided with computers, laptops to increase their chances of accessibility which will lead to increase in the level of utilization.

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