

Effectiveness of telecommunication gadgets and its impact on business education students in universities in Rivers State

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Abstract

The study examined effectiveness of telecommunication gadgets and its impact on Business Education students in universities in Rivers State. Correlational survey design was adopted in the study. The area of study was in Rivers State. A population of 2,168 respondents was used for the study and a sample size of 168 determined through Taro Yamene formula was adopted. Two research questions and two null hypotheses guided the study. A structured questionnaire tagged “effectiveness of telecommunication gadgets and its impact on Business Education students in universities (ETGIBESU) was used by the researchers. The instrument used was validated by three experts; two in the field of study including and a measurement and evaluation expert and a reliability coefficient of 0.82 was obtained using Pearson Product Moment Correlation Coefficient through test-re-test method of estimating reliability. Research questions were analysed with mean and standard deviation and the hypotheses were tested with correlation statistical tool. Findings from the study showed that effectiveness of telecommunication gadget include that it could be assessed anytime, anywhere, access to remote learning, prepare individuals for the workplace, benefits for Business Education programme, improve the quality of education, and that the impact of telecommunication gadget include, supporting conventional classroom work, help in the design and development of learning material, accessing electronic teaching materials and virtual library, playing a key role in education administration, facilitate independent study and individual instruction, making learning more vivid and engaging, bringing a permanent solution to brain drain problems and it has large cost. Based on the findings, conclusion was made and recommendations made amongst others include lecturers should communicate with students in classroom using telecommunication gadget to educate them, government should make telecommunication gadgets affordable by every students.

Keywords: effectiveness, telecommunication, gadgets, impact, business education students

Introduction

Ever since ancient times people have devised various techniques for communicating their thoughts, needs and desires to others. In early civilized times, people tend to congratulate in geographically localized cluster in which communication were adequately achieved through speech and written messages (Adeyemo, 2010) [2]. As civilization spread over larger geographical areas, a variety of long-distance communication methods were tried such as smoke signals and carrier amongst others. One of the earliest known optical links was the use of fire signal by Greeks in the eight century B.C. for sending alarms, calls for help, or announcement of certain events (Adeyemo, 2010) [2]. However, because of environmental and technology limitation; it generally turned out to be faster and more efficient to send letter messages by courier over the road network. The discovery of telegraph by Samuel Morse in 1938 ushers in a new development in communication that is, the era of electrical telegraphy system were first encoded into strings of binary symbols and were then manually transmitted and received (Adeyemo, 2010) [2]. The development and implementation of communication systems employing electric signals became increasingly sophisticated leading in turn to the birth of telephone, radar and microwave links.

Today, these communication systems have become an integral part of everyday life with circuits spanning the entire world carrying voice, text, pictures and many other types of information. As recent advances integrated circuits to

technology have allowed computers to become recognized, less expensive and widely available, which make people to be more interested in connecting them to internet. With the arrival of the internet and the broad band connections to all schools, the application of information technology knowledge, skills and understanding in all subjects became a reality. Information and Communication Technology in education can be understood as the application of digital equipment to all aspects of teaching and learning. It is present in almost all schools in advance countries and is of growing influence. Government recognizes that information and communication technology has a big role to play in stimulation of national development, in particular, modernization and globalization of the economy. In recognition of the need of information and communication technology for the development process, government undertook several initiatives to promote the development and application of information and communication technology. The telecommunication sector was liberalized in 1996 by a policy framework, which provided for the introduction of competition and licensing for multiple operators (National ICT Policy Framework, 2003).

Telecommunication gadget across the globe has been identified as one with generic on almost all other sectors of the academics and that the function of telecommunication in any economy is strategic and has a link with other sectors. The impact of telecommunication gadget is felt on educational, human and social sectors through history

(Adebayo & Ekejiuba, 2016) ^[1]. During the last two decades higher education institutions have invested heavily in information and communication technologies gadget (ICTG). Information and communication technology gadgets have had a major impact in the university context, in organisation and in teaching and learning methods. One puzzling question is the effective impact of these technologies on student achievement and on the returns of education. Many academic researchers have tried to answer this question at the theoretical and empirical levels (Olaore, 2014) ^[16]. Globally in the 21st century the world is celebrating the advancement on telecommunication gadget which basically involves the use of mobile phones, computers, CDROMs, e-mail, audio and video teleconferencing, video or television broadcasts and radio. Business Education programme is a goal that is becoming more achievable as telecommunication gadget extends ever further.

Concept of telecommunication gadgets

However, there has not been a generally accepted definition for telecommunication or information and communication technology. This implies that there are varieties of definitions of this concept. But the Organization for Economic Cooperation and Development (OECD, 2004) ^[17] stipulates benchmarks for a product to be considered as information and communication Technology. According to Organization for Economic Cooperation and Development (OECD), for a product of a manufacturing or a service industry to be considered as information and communication technology, it must meet the following criteria:

1. It ought to be intended to fulfil the function of information processing and communication including transmission and display.
2. It ought to use electronic processing to detect, measure and or record physical phenomena or to control a physical process.
3. The components primarily intended for use in such products should also be included.
4. It ought to enable the function of information processing and communication by electronic means.
5. The service provided must go beyond simply the supply of goods.

Wikipedia defined a telecommunication system in the following terms: “telecommunication occurs when the exchange of information between two entities (communication) includes the use of technology. Communication technology uses channels to transmit information (as electrical signals), either over a physical medium (such as signal cables), or in the form of electromagnetic waves”. Poor’s definition of a telecommunication system brings out very clearly its intimate relationship to statistics: “Signal detection and estimation is the area of study that deals with the processing of information-bearing signals for the purpose of extracting information from there. Applications of the theory of signal detection and estimation are found in many areas, such as communications and automatic control”. Signal detection is commonly called hypothesis testing in statistics and, it’s hand-in-hand with estimation, forms the central core of statistics. Thus the importance of statistics for telecommunication systems is inherent in the very definition of these systems (Vincent in Kaylan, 2015) ^[10]. The earliest example of a telecommunication system was the telephone,

the brainchild of Alexander Graham Bell, a Scottish scientist and inventor (McMaster, 2002 cited in Kaylan, 2015) ^[10]. The purpose of any telecommunications system is to transfer information from the sender to the receiver by a means of a communication channel. The convergence of information technology and telecommunication gadgets gave birth to information and communication technology (Akunyili, 2010) ^[3]. Information and communication technology is an umbrella term that covers all technical means for processing and communicating information.

The National Policy for Information Technology (2007) viewed information and communication technology as computers, ancillary equipment, software and firmware (Hardware) and similar procedures, services (including support services) and related resources. This, according to the policy, “includes any equipment or interconnected system or subsystem of equipment that is used in the automatic acquisition, storage, manipulation, management, movement, control, display, switching, interchange, transmission or reception of data or information. In the same vein, Nkanu (2006) ^[14] identified computers, photocopiers, CD-ROM Databases, printers, videotapes, and audio tapes as some examples of information and communication technology. Information and communication technology is defined as ‘any technology used to support information gathering, processing, distribution and use’ (Beckinsale & Ram, 2006) ^[5]. This covers all forms of technologies such as computers, internet, and websites as well as fixed - line telephones, mobile phones and other wireless communications devices, networks, broadband and various specialized devices (Manueli, Lutu & Koh, 2007). The various kinds of telecommunication gadgets products available and having relevance to education are such as teleconferencing, email, audio conferencing, television lessons, radio broadcasts, interactive radio counselling, interactive voice response system, audiocassettes and CD ROMs and so on, have been used in education for different purposes (Bhattacharya & Sharma, 2007) ^[6]. Information and communication technology is the digital processing and utilisation of information by the use of electronic computers. It comprises the storage, retrieval, conversion and transmission of information (Ifueko, 2011) ^[8]. Information and communication – or technologies is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning (Rouse, 2005) ^[18]. It is a branch of engineering dealing with the use of computers and telecommunications equipment to store, retrieve, transmit and manipulate data (Daintith, 2009) ^[7].

Effectiveness of telecommunication gadget to business education students

Telecommunication gadget is a very powerful tool in education delivery and activities. Telecommunication gadget effectiveness in Business Education programme is perceived from the following:

It could be accessed anytime, anywhere: One defining feature of telecommunication gadget is their ability to transcend time and space. Online courses materials, for example, may be accessed 24 hours a day.

Telecommunication gadget based educational delivery, example educational programming broadcast over a radio or television, also dispenses with the need for all learners and instructors to be in one physical location (Warschaver, 2009) [20].

Access to remote learning resources: Business Education students no longer have to rely solely on books and other materials in physical media housed in libraries for their educational needs. With the internet and world wide web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at any time of the day and by an unlimited number of people (Sife, Lwoga & Sanga, 2007) [19]. This is particularly significant for many schools in developing countries, and even in developed countries, that have limited and outdated library resources.

Information and communication technology help to prepare individuals for the work place: One of the most commonly cited reasons for using telecommunication gadgets in the classroom has been to better prepare the current generations of students for a workplace where telecommunication gadgets particularly computers, the internet are being used today. Technological literacy, or the ability to use information and communication technologies effectively and efficiently, is thus seen as representing a competitive edge in an increasingly globalizing job market.

Benefit for Business Education programme: Information and communication technology facilitates sharing of resources, expertise and advice, greater flexibility in when and where tasks are carried out; gains information communication technology literacy skills, confidence and enthusiasm. Easier planning and preparation of lesson and designing materials, access to up-to-date pupil and school data, anytime, anywhere. Enhancement of professional image projected to colleagues, students are generally more “on task” and express more positive feelings when they use computers than when they are given other tasks to do. Computer use during lessons motivates students to continue to learning even outside school hours.

The use of telecommunication help to improve the quality of education Information and communication technology can enhance the quality of education in several ways; by increasing learner motivation and engagement, by facilitating the acquisition of basic skills and by enhancing teaching training (Yanosky & Harris, 2010). Information and communication technology are also transformational tools which, when used appropriately can promote the shift to a learner centred environment.

Impact of telecommunication gadget on business education students

The impact of telecommunication gadget on Business Education students is discussed under positive and negative as thus:

Positive impact of information and communication technology on business education students

Telecommunication has increasingly played a critical role in all fields of human endeavours. It is being used globally to translate ideas into realizable goals and develop same into concrete achievement. These days, computers with Internet connectivity have become common household items.

Students often have access to: pure educational, designed specifically to provide instruction to help the user learn; communication tools and reference materials including e-mail, web, encyclopaedia, books, and other reference materials; pure entertainment, that is, games that are not designed to be educational; tools such as word processor, graphics software, and so on. Cellular phones, household computer games and toys, television, CD players and recorders, video tape players and recorders, are now commonplace.

Okeh & Opone (2007) viewed information and communication technology as electronic technology for collecting, storing, processing (editing) and communicating (passing on of) information in various forms. It is an applied technology of Science and Technology for effective and efficient generation, storage, organization, protection and dissemination of information (Adjaiho, cited in Okeh & Opone, 2007). Bamigboye; Aderibigbe and Buraimo (2007) described four important components of telecommunication to include: constructivism, situated learning, motivation, and Transfer of Learning. Each of these is important to all teachers and students at all levels and in all academic discipline. Today, telecommunication gadgets provides knowledge based system that includes knowledge acquisition, knowledge incubation, knowledge amplification and knowledge dissemination. To this end, Okeh and Opone (2007) stated that the use of new information technology can serve three main functions in the national educational growth. These are to:

1. Deliver all or part of the learning experiences to learners;
2. Supplement and extend content provided in different forms other than printed (hard copy); and
3. Provide a two-way channel of communication for exchange between tutors and students with their peers for feedback or for learning, problem solving, advice, debate, and reports.

Other ways in which telecommunication gadgets can be used in education as stated by Ikelegbe (2006) in Okeh and Opone (2007) includes:

- a. Supporting conventional classroom work; the teacher could ask his or her students to use information and communication technology approach;
- b. Helping in the design and development of learning materials. A lot of materials can be downloaded from the internet. Such materials must however be adapted to suit the specific instructional objectives;
- c. Accessing electronic teaching materials such as books, journals. These can be accessed, stored and analysed by the use of telecommunication gadget;
- d. Accessing virtual library “stocks” electronic versions of books’ journals; v. Giving or providing access to the world of resources especially in electronic form;
- e. Playing a key role in educational administration. Students’ data, personnel administration, purchasing and supplies, advertisement, and soon can be handled with ease using information and communication technology;
- f. Facilitating independent study and individual instruction especially on the open distance-learning programme;
- g. Making learning more vivid and engaging;
- h. Assisting the teacher in assessment and testing; and
- i. Bringing a permanent solution to brain drain problems as we now live in a global village.

Positive associations with computers: Children associate positively with computers – they are therefore welcomed as a learning platform. Technology ought to be embraced and its appeal to students ought to be considered as positive.

Statement of the Problem

The effectiveness of telecommunication gadget and its impact on students has been a major concern to teachers, parents and the society at large. Telecommunication gadgets provide a window of opportunity for educational institutions and other organizations to harness and use technology to complement and support the teaching and learning process. However, despite the enormous advocacy of information and communication technology aided teaching and learning, investment and donation of Information and communication technology equipment to Universities, most Universities still face the challenge of how to transform students learning process to provide students with the skills to function effectively in this dynamic, information-rich, and continuously changing environment. The use of information and communication technology gadgets such as cell phones, computers among others, has both positive and negative impacts on students especially when gadgets are used only for recreational activities rather than for academic purposes, receiving and dissemination of information. Decades ago, a converging set of global trends has not only created significant educational, economic and social opportunities but also enormous challenges. The pervasiveness of information and communication technologies from cell phones to low-cost video cameras, personal digital assistants, and laptops wirelessly connected to the Internet has changed the way people live, work, and play. It is on this note that the study is taken by the researchers and to proffer solution to it. Telecommunication gadgets have effective use on the academic performance of students either positive or negative. Therefore this research tends to look at the effectiveness of telecommunication gadgets and its impact on Business Education students in universities in Rivers State.

Purpose of the Study

The main aim of the study was to investigate effectiveness of telecommunication gadgets and its impact on Business Education and its impact on Business Education students in tertiary institutions in Rivers State. The study aimed to:

1. Determine the effectiveness of telecommunication gadgets on Business Education students in universities in Rivers State.
2. Determine the impact of telecommunication gadgets on Business Education students in universities in Rivers State.

Research Questions

The following research questions guided the study:

1. What is the effectiveness of telecommunication gadgets on Business Education students in universities in Rivers State?
2. What is the impact of telecommunication gadgets on Business Education students in universities in Rivers State?

Hypotheses

The following hypotheses were raised for the study at 0.05 level significant.

1. There is no significant relationship in the response of

Rivers State University and Ignatius Ajuru University of Education Business Education students on the effectiveness of telecommunication gadgets in universities in Rivers State.

2. There is no significant relationship in the response of Rivers State University and Ignatius Ajuru University of Education Business Education Students on the impact of telecommunication gadgets in universities in Rivers State.

Method

The study adopted a correlational survey design and area of the study was in Rivers State, population of this study consist of 2,168 year two to final year students in the department of Business Education in Rivers State details of the information from each institution and department is shown in Table 1 blow. Sample size of 168, determined through Taro Yamen formula was adopted with a simple random sampling technique instrument used for this study was a self-structured questionnaire developed by the researchers and tagged Effectiveness of Telecommunication Gadgets and its Impact on Business Education Students in Universities (ETGIBESU). The questionnaire has two sections A and B, section A was for demographic information of the respondents while section B has to elicit answer for the research question posed and structured in two point rating scale of Highly Effective to Not Effective. The instrument was validated by three experts in the field of study corrections and inputs made by the experts were taken into consideration by the researchers, before the final copy of the instrument was produced for administration to the respondents. Reliability was done through test-retest method, the test was administered to 20 respondents who were not part of the study group on two different intervals, the first test was given to the chosen group and after one week interval, same test was administered to the same group and the two sets of scores were correlated. Pearson’s Product Moment Correlation Coefficient Statistical tool was used. The computation yielded correlation coefficient of 0.78 and 0.86. This result revealed that the instrument that was employed in this study was reliable. The instrument was administered to the respondents by the researchers and was retrieved one week after administration from the two universities in Rivers State that offers Business Education Programme and care was taken to avoid embarrassing questions as the researchers explained to the respondents the purpose of the research and why it is necessary to fill and answer the questionnaire. Data collected was computed for the average mean response and compared to the descriptive criteria of four (4) point scale. Decision for acceptance and rejected was made by the researchers based on 2.50 and above as agreed and below 2.50 was disagree and hypotheses were rejected, If the calculated r-value is greater than the table r-value, otherwise it was accepted.

Table 1: Population Distribution

| S/N | Institution | Level of Students | | | Total |
|-----|--|-------------------|--------|--------|-------|
| | | Year 2 | Year 3 | Year 4 | |
| 1. | Rivers State University | 292 | 329 | 259 | 880 |
| 2. | Ignatius Ajuru University of Education | 435 | 448 | 405 | 1,288 |
| | Total | 727 | 777 | 664 | 2,168 |

Source: Exams and Record Officers of each, 2018

Results

Research Question 1: What are the Effectiveness of

Telecommunication Gadgets on Business Education Students in universities in Rivers State?

Table 2: Mean and Standard Deviation on the Effectiveness of Telecommunication Gadgets on Rivers State University and Ignatius Ajuru University of Education Business Education Students in Universities

| Ignatius Ajuru University of Education (N= 80) | | | | | Rivers State University (N=88) | | |
|--|--|-------|------|-----------|--------------------------------|------|----------------------|
| S/n | Item | X | SD | Remark | X | SD | Remark |
| 1 | Internet could be accessible anytime anywhere. | 3.11 | 0.93 | Effective | 2.48 | 1.20 | Moderately Effective |
| 2 | Access to remote learning resources. | 2.85 | 1.05 | Effective | 3.10 | 1.15 | Effective |
| 3 | Help to prepare individuals for the workplace. | 2.93 | 1.02 | Effective | 2.80 | 1.12 | Effective |
| 4 | Benefits for business education programme. | 3.02 | 1.12 | Effective | 2.77 | 1.03 | Effective |
| 5 | Help to improve the quality of education. | 2.83 | 1.03 | Effective | 2.73 | 1.09 | Effective |
| Total Mean/S.D | | 14.74 | 5.15 | Effective | 13.88 | 5.59 | Effective |
| Grand Mean/Standard Deviation | | 2.94 | 1.03 | Effective | 2.78 | 1.11 | Effective |

Source: Survey Data Field, 2018.

Table 2 which was for research question one showed that all item on the table were effective. The respondents responded effectively that it could be accessible anytime anywhere, access to remote learning researches. Help to prepare individuals for the work place, benefits for business education students, also help to improve the quality of word education; the confirmation was made by the grand mean of

2.94 and standard deviation of 1.03 in Rivers State University and in Ignatius Ajuru University of Education grand mean 2.78 and standard deviation of 1.11.

Research Questions 2: What is the Impact of Telecommunication Gadgets on Business Education Students in universities in Rivers State?

Table 3: Mean and Standard Deviation on Impact of Telecommunication Gadgets on Rivers State University and Ignatius Ajuru University of Education Business Education Students in Universities in Rivers State.

| Ignatius Ajuru University of Education (N= 80) | | | | | Rivers State University (N=88) | | |
|--|---|-------|------|------------|--------------------------------|------|-----------|
| S/n | Item | X | SD | Remark | X | SD | Remark |
| 6 | Computer supporting conventional classroom work. | 2.82 | 0.92 | Effective | 2.83 | 1.03 | Effective |
| 7 | Corel Draw helps in the Design and development of learning materials. | 2.68 | 1.10 | Effective | 3.10 | 1.00 | Effective |
| 8 | Accessing electronic teaching materials. | 2.73 | 1.09 | Effective | 2.93 | 0.92 | Effective |
| 9 | Smartphones access virtual library. Playing a key role in education administration. | 2.88 | 0.78 | Effective | 3.13 | 0.74 | Effective |
| 10 | Facilitate independent study and individual instruction | 2.58 | 1.18 | Effective | 2.88 | 1.22 | Effective |
| 11 | Desktop making learning more vivid and engaging | 3.46 | 1.15 | Effective | 2.76 | 0.97 | Effective |
| 12 | Bringing a permanent solution to all problems. | 2.65 | 1.02 | Effective | 2.72 | 1.00 | Effective |
| 13 | Telecommunication has large lost. | 2.45 | 1.00 | Moderately | 2.89 | 1.11 | Effective |
| Total Mean/S.D | | 25.20 | 9.09 | Effective | 26.53 | 8.80 | Effective |
| Grand Mean/Standard Deviation | | 2.80 | 1.01 | Effective | 2.94 | 0.97 | |

Source: Survey Data Field, 2018.

Table 3 which was for research question two showed that eight items were effectively responded to while only one item was moderately effective, the respondents agreed that telecommunication gadgets supports conventional classroom electronic work, help in the design and development of learning materials, access electronic teaching material, play a key role in education administration, facilitate independent study and individual instruction, make learning more vivid and engaging, bring a permanent solution to brain gadget problems, and has large cost as the impact of telecommunication gadget on Business Education students in universities in Rivers State. The confirmation was made by the grand mean of 2.80 and standard deviation of 1.01 for Rivers State University and Ignatius Ajuru University of Education grand mean was 2.94 and standard deviation 0.94.

Table 4: Computation of Correlation Coefficient for Relationship between the Response of RSU and IAUoE on the Effectiveness of Telecommunication Gadgets on Business Education Students

| S/n | Number | r-Calculated | r-critical | α-level | Decision |
|-------|--------|--------------|------------|---------|-------------|
| RSU | 88 | 0.60 | 0.164 | 0.05 | Significant |
| IAUoE | 80 | | | | |

Source: Survey field Data, 2018.

Table 4 showed that the r-calculated 0.60 at 0.5 significant levels is higher than the critical value 0.164 therefore the null hypothesis of no significant relationship in the response of RSU and IAUoE Business Education on the effectiveness of telecommunication gadgets on Business Education students is rejected since the calculated r-value is too significant to be attributed to chance.

Hypotheses

Hypothesis 1: There is no significant relationship in the response of Rivers State University and Ignatius Ajuru University of Education Business Education students on the effectiveness of telecommunication gadgets in Universities in Rivers State

Hypothesis 2: There is no significant relationship in the response of Rivers State University and Ignatius Ajuru University of Education Business Education Students on the impacts of telecommunication gadgets on Students in universities in Rivers State.

Table 5: Computation of Correlation Coefficient of Relationship between the Responses of RSU and IAUE Business Education Students on the Impact of Telecommunication Gadgets on Students

| S/N | Number | r-Calculated | r-critical | α-level | Decision |
|------|--------|--------------|------------|---------|-------------|
| RSU | 88 | 0.24 | 0.164 | 0.05 | Significant |
| IAUE | 80 | | | | |

Source: Survey field Data, 2018.

Table 5 showed that the r-calculated of 0.24 at 0.5 significant level was higher than the critical value 0.164. Therefore the null hypothesis of no significant relationship in the response of Rivers state University and Ignatius Ajuru University of Education students on the impact of telecommunication gadgets in universities in Rivers State is rejected which is to say that there is significant relationship in the hypothesis testing.

Discussion

The discussion in this study was done according to the findings of the study. Findings from Table 2 which was for research question 1 showed that the effectiveness of telecommunication gadgets to Business Education Students could be accessible anytime, anywhere. The access to remote learning resources helps to prepare individuals for the workplace. Benefits for Business Education programme, help to improve the quality of education. This findings is in agreement with the view of Lwoga and Sanga (2007)^[19] who opined that with the internet and worldwide web, a web, a wealth of learning materials is almost every subject in a variety of media can now be accessed from anywhere at anytime of the day and by an unlimited number of people. In agreement with the views of Lwoga and Sanga, Warschaver (2009) depicts that the telecommunication gadgets are based on educational delivery, example educational programming broadcast over a radio or television, also dispenses with the need for all learners and instructors to be in one physical location. Agreeing with the view of Lwoga and Sanga and Warschaver, Yanosky and Harris (2010)^[21] opined that information and communication technology can enhance the quality of education in several ways; by increasing learner motivation and engagement, by facilitating the acquisition of basic skills and by enhancing teaching and training. The researchers is of the view that information and communication technology help to prepare individuals for workplace and also its benefit to Business Education programme cannot be overemphasized. This is due to the result of the hypothesis testing of significant relationship as r-calculated is higher than the r-critical value.

Findings from Table 3 which was for research question two revealed that the positive and negative impact of telecommunication gadget on students of Business Education is that it supports conventional classroom work, helping in the design and development of learning materials, access electronic teaching, materials, accessing virtual library, playing a key role in education administration, facilitate independent study and individual instruction, making learning more vivid and engaging, bringing a permanent solution to all problems and telecommunication has large cost. In agreement with the findings Okeh and Opone (2007)^[15] opined that information and communication technology is electronic for collecting, storing processing (editing) and communicating (passing on of) information in various forms. Also Okeh and Opone depicts that telecommunication is an applied technology of science and technology for effective

and efficient generation, storage, organization, protection and dissemination of information. The researchers viewed that telecommunication gadgets can give both advantages and disadvantages to education and as such Business Education students benefits more from communication gadgets if used effectively. The result of the hypothesis testing proved this as it was of significant relationship.

Conclusion

Based on the data analysis in the study, findings and discussion made. The researchers conclude that there is a significant relationship on the effectiveness of telecommunication gadget and its impacts on RSU and IAUE Business Education Students in Rivers State. Again, the researchers concluded that the impact of telecommunication gadget and its impact on Business Education Students includes that it also supports conventional classroom work helps in design and development of learning materials, access electronic teaching materials, access virtual library, facilitate independent study and individual instruction, makes learning vivid and engaging, has large cost. This was achieved from the findings and discussion from this study.

Recommendations

Based on the findings and conclusion made from the study, the researchers recommends the following.

1. Lecturers should communicate with students in classroom using telecommunication gadgets to educate them.
2. Government should make telecommunication gadgets affordable for every student in Business Education programme.
3. Business Education students and lecturers should be well equipped on usage of telecommunication gadgets to increase productivity.

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