IMPACT OF NEW TECHNOLOGIES ON THE ACADEMIC PERFORMANCE OF BUSINESS EDUCATION STUDENTS IN UNIVERSITIES IN SOUTH-EAST NIGERIA

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Abstract
The study was carried out to assess the impact of new technologies on the academic performance of Business Education students in South-East Nigerian Universities. In order to achieve this purpose, the study had three specific objectives, three research questions, and three hypotheses. A descriptive survey design was adopted for the study. The study population was 500. A total of 500 questionnaires were administered to the respondents, and 460 were returned. comprising 242 female and 218 male students in universities offering Business Education in Southeast Nigeria. Census sampling technique was used; hence, the population is manageable for the study. A structured questionnaire tagged Impact of New Technologies on Academic Performance Questionnaire (INTEAPQ) was used to collect data from the respondents. The instrument was subjected to face and content validation by three experts, with Cronbach's alpha reliability coefficient of 0.87. The mean and standard deviation were used to analyze the data to answer the research questions, while a t-test was used to test the hypotheses. The findings revealed that respondents agreed that new technologies have a significant impact on the academic performance of Business Education students in Southeast Nigerian Universities. The findings equally showed that the use of new technologies has positively influenced the academic performance of Business Education students

in Southeast Nigerian Universities. The study therefore recommended the use of new technology platforms to complement teaching and learning in South East Nigerian Universities.

Keywords: New Technologies, Business Education, Academic performance, Universities, Gender

Introduction

The advent of new technologies has transformed the landscape of teaching and learning in higher education globally, including in Nigeria. In the 21st Century, technological advancements such as interactive learning platforms, virtual classrooms, e-libraries, learning management systems (LMS), and digital collaboration tools have revolutionized pedagogical practices (Okeke & Nwosu, 2022). Business Education, as a discipline that integrates both theoretical knowledge and practical skills for the world to work, has increasingly adopted these innovations to enhance students' learning experiences and academic outcomes (Eze & Nwankwo, 2021). With the fourth Industrial Revolution emphasizing digital literacy, adaptability, and ICT competence, universities are under pressure to align their teaching methods with modern technological trends to produce graduates who are competitive in the global market (Ogbuanya et al, 2023).

Education is the most effective tool for promoting national development. This suggests that education is the foundation for nations' growth and development. According to Chidi, Ukadike, and Okoye (2022), education is viewed as a means of exposing new generations to existing knowledge of their physical environment, the organization of their society, teaching them skills for performing their jobs and enjoying their leisure, and instilling sound moral values in them for their own and society's benefit. Educational programs are frequently created to provide students with the talents, knowledge, attitudes, and skills they need to succeed in life and in society at large. The goals of education in Nigeria have also been attained through several educational innovations and initiatives. Thus, Business Education can be regarded as a field of study that embodies vocational knowledge and abilities needed to meet the present-day economic crisis and unemployment problem in Nigeria. Business Education is a type of educational programme that can lead to value change in products for the benefit of the citizens in Nigeria. It is a programme that can build sound morals and integrity in families and society. Business Education as believed by Wokocha, et al (2020), is a skill-driven programme that instills in its learners the right aptitude to participate and survive in the business world.

Consequently, Usen et al (2020) explained the concept of Business Education as a programme of studies that seeks to create awareness in different business occupations. Business Education helps to prepare the youths to work in business, be consumers of goods and services, be better citizens, be quality business teachers, and acquire different adroitness in business. It is a field of study that impacts the knowledge, skills, and competences of its recipients, enabling employability and advancement in office careers and in running personal businesses. Business education is described as a comprehensive academic programme that gives its recipients the information, abilities, and attitudes they need to be successful in any business endeavor they choose to pursue. Business education is a component of a comprehensive educational programme that equips students with the information, abilities, perspectives, and attitudes necessary to succeed as consumers or producers of products and services in the business world (Dambo & Ibitoroko, 2022).

According to Emeasoba and Nwatalari, (2021) Business Education at university level is concerned mainly with the development of relevant saleable skills and knowledge that would enable an individual to function effectively in the world of work. Business Education is a skill-based course. Oroka, Atarere and Okifo (2020) viewed business education as a subset of vocational education that provides students with the skills and theoretical knowledge required for success in the business world, whether through employment or self-employment. Business education is a joint programme in which the educational and industrial sectors of any economy collaborate to prepare individuals to integrate into both business and the classroom as professionals in this era of new technologies.

Technology has greatly impacted on education and training globally by improving teaching and learning. The process of education, especially the way teachers and learners have access to information and knowledge in the 21st century, has been modified tremendously by technology, particularly ICT. Emerging technologies, according to Johnson, Adams, Cummins, Estrada, Freeman and Hall (2022), are novel technological innovations that are currently in the early stages of development, adoption, or diffusion and have the potential to significantly impact various domains, including education. Similarly, Onyema (2019) opined that the adoption and usage of emerging technologies assist educators and students to interact outside the classroom and to set up classes at any time and place. These technologies have the ability to modify the teaching and learning processes in such a manner that several learners are accommodated, research activities are enhanced, as well as improving the academic performance of students and job performance of staff in an academic environment. These technologies often represent advancements in fields such as information technology, biotechnology, nanotechnology, and cognitive science. Types of these emerging technologies utilized within the Nigerian education system includes Artificial Intelligence (AI), Internet of Things (IoT), Virtual Reality (VR), Augmented Reality (AR), robotics and automation, Gamification, Machine Learning (ML), clouding, Cybersecurity, Blockchain, Animations, social media apps such as YouTube, WhatsApp, Twitter, Facebook, Google apps which includes google classroom, google meets, hangouts, google forms, google calendar and sheets, Dropbox, Zoom videoconferencing, TikTok, Messenger, Quora, and blogging platforms like WordPress and Tumblr, Pinterest, among others (Akudo, 2022; Rafiq, Asim, Khan & Arif, 2019; Watters, 2023).

Generally, areas of human endeavor have been affected by technological advancements (Asogwa, Okanya, Ahuoiza, Okechi, Edozie & Ezugwu, 2022), the impact of online learning in the business world is tremendous and has consequences for all other fields. According to Al-Samarraie, Lamsfus, Olfman (2020), online learning management systems (LMS) such as Moodle and Google Classroom assist teachers in organizing and delivering course content, paperwork, and evaluations. Interactive multimedia resources like films, podcasts, and webinars enhance learning by presenting varied views and real-life case studies (Jagtap & Pandey, 2021). Technology in Business Education improves student engagement, collaboration, and creativity, preparing them for the dynamic, digitally driven business landscape (Kuckertz et al., 2020). Digital technologies and platforms allow students to learn at their own pace and access resources anytime, anyplace (Albors-Garrigós et al., 2023). In this digital age, business students and its graduates all over the world need digital literacy, critical thinking, and problem-solving skills, which technology-enabled innovation fosters (Bagheri et al., 2019). However, given that new technologies such as AI, Machine Learning, Cybersecurity, Blockchain, social media apps like YouTube can significantly improve Business Education processes, AI in Business Education

remains an important area for ongoing research and development (Zhao, 2024; Surugiu et al, 2024).

Gender is an important aspect to be considered in this study because Business Education students are made up of male and female students. Gender refers to the roles, behaviors, activities, and attributes that a given society considers appropriate for men, women, and other gender identities. According to Abdul-Raheem (2020), gender involves the roles, attitudes, behavior, and values ascribed by society to males and females. Gender is a socio-cultural construct that connotes the differentiated roles and responsibilities of men and women in a particular society. This means that gender determines the role that one plays in society, even in an educational context (Singh & Aggarwal, 2020). Hence, gender plays an important role in how new technologies impact the academic performance of students. Some authors noted that men perform better than females in the utilization of new technologies, while others said otherwise. It is an important variable because a person's personal orientation to new technologies plays a crucial role in his or her performance.

The rapid proliferation of new technologies-include digital learning platforms, web 2.0 tools, learning management systems, mobile apps, and AI-enabled tools- has reshaped teaching and learning in higher education worldwide. Studies in Nigerian tertiary contexts report that digital transformation and integration of learning technologies can improve teaching effectiveness, student engagement, and learning outcomes when properly implemented. However, the magnitude and direction of effect depend heavily on infrastructure, teacher readiness, pedagogy, and assessment practices. Thus, the relationship between new technology adoption and actual academic performance outcomes among Business Education students in Nigerian universities remains complex. Factors such as digital literacy levels, institutional ICT infrastructure, lecturer competence in using technology, and students' socio-economic backgrounds may mediate the effectiveness of technological tools (Okoli & Ifeanacho, 2021). It is against this backdrop that the researchers sought to determine the impact of new technologies on the academic performance of Business Education students in South-East Nigerian Universities.

Statement of the Problem

With the rapid advancement of technology permeating nearly every facet of human existence, the emergence of new technology has become increasingly prominent across many African nations, particularly Nigeria. The integration of emerging technologies offers the potential to enhance the quality of education, improve the learning experience, and provide students with valuable skills that are in high demand in the workforce. The integration of new educational technologies — including learning management systems (LMS), mobile learning applications, multimedia instruction, learning analytics, and emerging AI tools — has reshaped higher-education teaching and learning worldwide. In Nigeria, the COVID-19 pandemic accelerated the use of remote and blended learning modalities and pushed universities to adopt digital platforms more rapidly than before.

However, this rapid shift exposed wide variations in infrastructure readiness, access, and the capacity of lecturers and students to use those technologies effectively, producing mixed outcomes for student learning. Despite the increasing availability and potential benefits of various emerging technologies in education, there remains a gap in understanding the extent of students' academic performance in utilizing these technologies for various aspects of student learning management within universities in South-East Nigeria. It is unclear to what extent

students' academic performance in Universities in South-East Nigeria can be attributed to utilizing these emerging technologies in their daily academic activities and performance of academic assignments, considering the high rate of unemployment among Business Education graduates and the inability to establish businesses. Despite this growing body of descriptive research, there is limited empirical evidence that directly links specific new technologies (for example, LMS platforms, synchronous video tools, specialized Business Education software, or AI- based tutoring/assessment tools) to measurable academic performance outcomes among Business Education students in universities in South- East Nigeria.

The problem of this study, put as a question, is: To what extent has the integration of new technologies enhanced the academic performance of Business Education students in universities in South-East Nigeria? This study contributes to closing these gaps by examining the impact of new technology on the academic performance of Business Education students in South-East Nigerian Universities. It is anticipated that the output of this study will provide reliable information that will guide the integration of new technology into business education programmes.

Theoretical framework

This study employed the Unified Theory of Acceptance and Use of Technology (UTAUT) framework to analyze the impact of new technologies on the academic performance of Business Education students within their programmes. The UTAUT, developed by Venkatesh et al. in 2003, is a model designed to predict and explain technology adoption. It identifies four essential factors influencing user behavior: Performance Expectancy (the belief that technology improves performance), Effort Expectancy (the perceived ease of use), Social Influence (the impact of peers and influential individuals), and Facilitating Conditions (the availability of resources and support for technology usage). Together, these elements provide a comprehensive understanding of technology adoption, shaping the behavioral intentions of students and educators to accept and integrate new technology into Business Education. This study examines how these intentions manifest in the context of Business Education, especially with respect to performance expectancy (how new technologies enhance learning processes and outcomes). It also highlights social influence (recommendations from students and instructors) and facilitating conditions (access to training and resources) playing a critical role in the adoption of new technology by Business Educators and students.

Purpose of the Study

The purpose of the study was to ascertain the impact of new technologies on the academic performance of Business Education students in South-East Nigerian Universities. Specifically, the study sought to:

i. Examine the impact of new technologies on the academic performance of Business Education students in South-East Nigerian Universities.
ii. Ascertain how new technologies relate to students' academic performance in Business Education in South-East Nigerian Universities.
iii. Determine the extent integration of new technologies has influenced the academic performance of Business Education students in South-East Nigerian Universities

Research Questions

The following research questions guided the study:

i. What is the impact of new technologies on the academic performance of Business Education students in South-East Nigerian Universities?
ii. How does access to new technologies relate to students' academic performance in Business Education in South-East Nigerian Universities?
iii. To what extent has the integration of new technologies influenced the academic performance of Business Education students in South-East Nigerian Universities?

Hypotheses

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

i. **H_{01}**: There is no significant difference between the mean ratings of male and female students on the impact of new technologies on the academic performance of Business Education students in South-East Nigerian Universities.
ii. **H_{02}**: There is no significant difference between the mean ratings of male and female Business Education students on how access to new technologies relates to academic performance in Business Education students in South-East Nigerian Universities.
iii. **H_{03}**: There is no significant difference between the mean ratings of male and female Business Education students on the extent integration of new technologies has influenced the academic performance of Business Education students in South-East Nigerian Universities.

Methods

The study adopted a descriptive survey research design. Nworgu (2018), defined descriptive survey research design as one which aims at collecting data and describing in a systematic manner the characteristic features or facts about a given population. According to Charles-Owaba (2022), descriptive survey is a research technique that involves acquiring and evaluating data from a sample of a larger population. This study was carried out in South-East Nigeria. The South-Eastern region is one of the six geopolitical zones in Nigeria, mostly dominated by 99.9% Igbo-speaking people. The population of the study was 500 undergraduate Business Education students who offer Business Education courses, drawn from the Federal and State Universities offering Business Education in South-East, Nigeria. A total of 500 questionnaires were administered to the respondents, and 460 were returned, comprising 242 female and 218 male students used for the study. A self-structured questionnaire tagged Impact of New Technologies on Academic Performance Questionnaire (ISMCSAPQ) was used to collect data for academic performance from the respondents. The questionnaire was separated into two sections. Section 1 featured the respondents' personal information, whereas Section 2 had statement items to be replied to by the respondents. The questionnaire in section 2 consisted of 10 items based on a four-response type: Strongly Agree/Very high extent (4), Agree/high extent (3), Disagree/low extent (2), and Strongly Disagree/very low extent (1). The instrument was subjected to face validation by three experts from the Department of Business Education, University of Nigeria, Nsukka, and Enugu State University of Science and Technology (ESUT), Enugu State. The internal consistency of the instrument was ascertained using Cronbach Alpha, which yielded a coefficient of 0.87, indicating that the instrument was reliable for the study. The instrument has 10 items generated from the research questions. The mean and standard deviation were used to analyze the data to answer the research questions. The hypotheses were assessed using an independent-samples t-test with a significance threshold of 0.05. The real limit of the number was used to determine the level or extent of responses for each of the 0.05 research

questions only. The real limit value is as follows; 3.50-4.00= Strongly Agreed/Very high extent, 2.50-3.49=Agreed/High extent, 1.50-2.49=Disagreed/Low extent, 1.00-1.49=Strongly disagreed/Very low extent. The null hypothesis was accepted when the t-calculated value is less than the t-table value at 0.05 level of significance while the hypothesis was rejected when the t-calculated value is greater than the t-table value at 0.05 level of significance.

Presentation and Analysis of Data

Research Question One: What is the impact of new technologies on the academic performance of Business Education students in South-East Nigerian Universities?

Table 1: Mean and Standard Deviation of respondents on the impact of new technologies on academic performance of Business Education students in South-East Nigerian Universities.

S/N	STATEMENT	MEAN	SD	Remarks
1	New Technology platforms such as YouTube, AI tools, Google Classroom, and Zoom videoconferencing help me to get a pictorial representation of what is taught	3.16	0.85	Strongly Agree
2	It improves students' retentive memory on the subject matter	3.08	0.97	Strongly Agree
3	It aids retentive learning through visual displays	3.12	0.80	Strongly Agree
4	The use of new Technology platforms as teaching instructional bridge the gap between teacher and student	3.11	0.79	Agree
5	New Technology platforms such as YouTube, AI tools, Google Classroom, and Zoom videoconferencing improve collaboration among students and lecturers in the school.	3.02	0.87	Strongly Agree
6	New Technology platforms such as YouTube and AI tools encourage self-studying and coaching.	3.13	0.94	Strongly Agree
7	It improves students' participation in the learning process, which will result in better learning and understanding	3.08	0.87	Strongly Agree
8	It improves the psychology of students towards Business Education relevance in the world of work	3.09	0.83	Strongly Agree
9	New Technology platforms such as YouTube, AI tools, Google Classroom, and Zoom video conferencing encourage students to be the author of their knowledge as they prepare slides for the multimedia projector.	3.05	0.81	Strongly Agree
10	New technology aids better collaboration with students from other schools	3.17	0.98	Strongly Agree
Grand Mean and SD		**3.10**	**0.87**	

Source: Field Study, 2025. Note: SD = Standard deviation

The data presented in Table 1 show the mean scores of respondents on the impact of new technologies on the academic performance of Business Education students in South-East

Nigerian Universities. The mean scores range from 3.02 to 3.17, with a grand mean of 3.10, indicating that the respondents strongly agree that all 10 items on the impact of new technologies on academic performance help students improve their academic performance in Business Education in South-East Nigerian Universities. Furthermore, students generally believed that the use of new technologies such as YouTube, AI tools, google classroom positively impacted their academic performance, as reflected in the mean score of 3.02 (SD = 0.87). The standard deviations of 0.80 to 0.98 showed that the respondents' responses were similar. Thus, the respondents were generally of the view that new technologies have an impact on students' academic performance in South-East Nigerian Universities.

Research Question Two: How does access to new technologies relate to students' academic performance in Business Education in South-East Nigerian Universities?

Table 2: Mean and Standard Deviation of Respondents on how access to new technologies relates to students' academic performance in Business Education in South-East Nigerian Universities.

S/N	STATEMENT	MEAN	SD	Remarks
1	The exploit of new technology platforms such as YouTube and AI tools has helped in obtaining recent research information related to Business Education.	3.50	0.74	Strongly Agree
2	It enhances students' rapid access to resources for higher academic attainment	3.30	0.50	Agree
3	The exploit of new technology platforms such as YouTube, AI tools, google classroom and Zoom videoconferencing assist students to have higher retention of learning.	3.34	0.60	Agree
4	Most materials for assignments and examinations are easily accessed on new technologies like YouTube, AI tools, and Google Classroom	3.43	0.58	Agree
5	Students utilize video/teleconferencing for group assignments or projects	3.33	0.58	Agree
6	Students use digital library for academic research and further studies.	3.23	0.57	Agree
7	Students prefer the use of e-books to offline books when sourcing academic information.	3.47	0.59	Agree
8	Students use computer simulations to learn abstract ideas	3.77	0.85	Agree
9	Students make use of new technology in searching for researchable topics	3.21	0.55	Agree
10	Students use learning management systems to measure learning activities	3.55	0.77	Strongly Agree
	Grand Mean and SD	**3.41**	**0.63**	

Source: Field Study, 2025. Note: SD = Standard deviation

Table 2 reveals that mean responses varied from 2.76 to 3.82, with a grand mean of 3.28 and a standard deviation of 0.77. The mean and standard deviation above reveals that access of new technology has assist students to have higher retention of learning. The results revealed the

use of new technology platforms among respondents, with a mean score of 3.50 (SD = 0.74), suggesting that most students regularly interacted with new technology platforms and educational tools. Respondents also expressed strong agreement that these tools aided their learning processes, as indicated by a grand mean score of 3.41 (SD = 0.63). Furthermore, students generally believed that the use of new technologies such as YouTube, AI tools, google classroom have significantly related to their overall academic performance, with a mean score of 4.15 (SD = 0.71). The findings also demonstrate that respondents generally agree that the use of new technologies such as YouTube, AI tools, and google classroom into education activity relate to their academic performance.

Research Question Three: To what extent has the integration of new technologies influenced the academic performance of Business Education students in South-East Nigerian Universities?

Table 3: Mean and Standard Deviation of Respondents on the influence of the integration of new technologies on the academic performance of Business Education students in South-East Nigerian Universities.

S/N	STATEMENT	MEAN	SD	Remarks
1	The use of an online learning management system platform for teaching and learning assists students' psychomotor ability	3.62	0.96	Very high extent
2	It stimulates their interest in learning new skills and competencies in Business education	3.56	0.82	Very high extent
3	The use of new technology platforms such as YouTube and AI tools helps students in their vocational technical skills in Business Education	3.37	0.70	High extent
4	New technologies such as YouTube and AI tools enhance students' knowledge of computers	3.42	0.68	High extent
5	It helps in complementing vocational technical teaching skills in Nigerian higher institutions	3.49	0.77	High extent
6	New technology tools for teaching and learning assist learners in building strong value for a technologically advanced workforce	3.39	0.73	High extent
7	The use of new technology platforms such as YouTube and AI tools for instruction motivates students' interest in further learning and attainment	3.53	0.88	Very high extent
8	The use of new technologies such as YouTube and AI tools for instruction motivates students' interest in further learning and attainment	3.53	0.86	Very high extent
9	New Technology platforms help students with higher achievement without location obstruction	3.57	0.89	Very high extent
10	The use of YouTube, AI tools for instructional delivery amplifies academic achievement and performance of students	3.56	0.88	Very high extent
	Grand Mean and SD	**3.15**	**0.82**	High extent

Source: Field Study, 2025. Note: SD = Standard deviation

In analyzing research question three and statement items on Table 3, the mean ranges from 3.37 to 3.62, with standard deviations of 0.68 to 0.96. The results revealed that the respondents indicated that new technologies have helped them by stimulating their interest in learning new skills and competencies in Business Education to a high extent (mean= 3.56); at the same time, new technology platforms like YouTube and AI tools help students in their vocational technical skills and Business students' knowledge of computers (mean = 3.42). The respondents stated that with the use of new technology, it has motivated students' interest in further learning and attainment (mean= 3.53). All 10 items have a standard deviation ranging from 0.68 to 0.96, with a grand standard deviation of 0.82. Overall, Table 3 showed that the respondents unanimously indicated that all the constructs on the extent integration of new technologies influences the academic performance of Business Education students do so to high extent. This means that the integration of new technology platforms positively influences the academic performance of Business Education students in South-East Nigerian Universities to a high extent. This was supported by an average mean and standard deviation score of 3.15 and 0.82 (mean = 3.15, SD = 0.82).

Hypotheses Testing

The results of the hypotheses are as follows:

Null Hypothesis One: There is no significant difference between the mean responses of male and female students on the impact of new technologies on the academic performance of Business Education students in South-East Nigerian Universities

Data collected to address the hypothesis are summarized in Table 4.

Table 4: Summary of t-test analysis on impact of new technologies on academic performance of Business Education students in South-East Nigerian Universities

Group	No	Mean	Standard deviation	Level of Sig	Df	t-cal.	t-tab	Decision
Male	218	4.203	0.965	0.04	263	2.46	1.96	SIG
Female	242	4.143	0.778					
Total	**460**							

The t-test analysis presented in Table 4 shows that the calculated value of t (t-cal) is 2.46 at 263 degrees of freedom and, at the 0.05 level of significance, is less than the table value (t-tab), which is 1.96. Consequently, the null hypothesis is rejected. This implies that the formulated null hypothesis, which stated that there is no significant difference between the mean responses of male and female students on the impact of new technologies on academic performance of Business Education students in South-East Nigerian Universities, is rejected. Therefore, there is a significant difference between the mean ratings of male and female students on the impact of new technologies on the academic performance of Business Education students in South-East Nigerian Universities.

Hypothesis Two: There is no significant difference between the mean responses of male and female Business Education students on how access to new technologies relates to the academic performance of Business Education students in South-East Nigerian Universities.

Data collected to address the hypothesis are summarized in Table 5.

Table 5: Summary of t-test analysis of Mean Responses of male and female Business Education students on how access to new technologies relates to academic performance of Business Education in South-East Nigerian Universities.

Group	No	Mean	Standard deviation	Level of Sig	Df	t-cal.	t-tab	Decision
Male	218	4.203	0.965	0.05	263	1.29	1.96	Not SIG
Female	242	4.143	0.778					
Total	**460**							

The data shown in Table 5 reveals that the T-critical value is 1.96. The t-calculated value is 1.29. Therefore, the calculated t-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of the t-ratio. Therefore, hypothesis 2 is accepted, and the conclusion is that there is no significant difference between the mean ratings of male and female Business Education students on how access to new technologies relates to the academic performance of Business Education students in South-East Nigerian Universities.

Hypothesis Three: There is no significant difference between the mean ratings of male and female Business Education students on the extent to which the integration of new technology has influenced the academic performance of Business Education students in South-East Nigerian Universities

Data collected to address the hypothesis is summarized in Table 6.

Table 6: Summary of t-test Analysis on No significant difference between the mean ratings of male and female Business Education students on the extent of integration of new technologies has influenced the academic performance of Business Education students in South-East Nigerian Universities

Group	No	Mean	Standard deviation	Level of Sig	Df	t-cal.	t-tab	Decision
Male	218	4.203	0.965	0.006	263	2.38	1.96	SIG
Female	242	4.143	0.778					
Total	**460**							

The result in Table 6, reveals that the T-critical value indicated 1.96. The t-calculated value indicated 2.38. Therefore, the calculated t-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of t-ratio This implied the formulated null hypothesis, which stated that there is no significant difference between the mean ratings of male and female Business Education students on the extent integration of new technologies have influenced the academic performance of Business Education students in South-East Nigerian Universities is rejected. Therefore, there is a significant difference between the mean ratings of male and female Business Education students on the extent to which the integration of new technologies has influenced the academic performance of Business Education students in South-East Nigerian Universities.

Discussion of the Findings

The research study was centered on the impact of new technologies on the academic performance of Business Education students in universities in South-East Nigeria. However, the analysis of the research questions raised in the study and the hypotheses revealed some interesting findings that are worth discussing based on some relevant literature either to corroborate or contradict the findings. They are discussed in the following paragraphs. The study identified the impact of new technologies on academic performance of Business Education students to include: helping to arouse students' psychomotor ability, stimulates their attention in learning new skills in Business education, increase students' knowledge of computer, helping students in relating school experience to work practices, social media instruction helps in development of skilled professionals and that the use of social media make possible acquisition of clerical skills. This finding agreed with that of Musa (2015), who investigated social media in the learning process of Nigerian students of Mass Communication and found that Facebook, WhatsApp, Google, and YouTube are the most frequent social media platforms among students of Kano State Polytechnics. This finding is also comparable to that of Papoola (2014), who identified regular social media platforms that support learning among Nigerian students to include Facebook and WhatsApp, among others.

The study identified the influence of Business Education students' academic performance to include obtaining current research information related to Business Education, quick access to e-resources for higher academic attainment, sharing relevant academic information to peers for higher performance, helping students to have advanced retention of learning, and social media for instruction stimulates students' interest in further learning and achievement, among others. This finding agreed with that of Abdulsalam and Azizah (2014) who found that social media is a dual process and thus a social network which can make easy teaching and knowledge by allowing for prolong interaction amid the provider; which the teacher and the schooling recipient (learner of students) has to offer reinforcing information for the recipient progresses. In addition, the result of this study supported that of Whiting and Williams (2013), who reported that a variety of reasons why students use new media are to communicate and share academic information. The result of the t-test analysis showed that the two groups of respondents (male and female students) did not differ significantly in their rating on the influence of new technologies on the academic performance of Business Education students in South-East Nigerian Universities.

Conclusion

Based on the findings of the study, it was concluded that the use of new technologies positively influenced the academic performance of Business Education students. This implies that if new technology platforms are well used for academic purposes, they will improve the academic performance of Business Education students. The study also concluded that even though the lecturers have not fully adopted the new technologies in assessment of their students' academic performance, they perceived the technology as a crucial tool that facilitates holistic assessment of students' academic performance and effective feedback on students' performance.

Recommendations

Based on the findings and conclusion, the following recommendations were made:

i. University administrators and government should make new technology platforms accessible to undergraduate students of Business Education to enable them to get relevant

information and exchange of ideas that will change their knowledge, skills, and attitudes to proper and good usage of new technology platforms for effective learning.

ii. Government should provide new technology facilities so that students would enjoy a more viable, robust, reliable, efficient, effective, and cost-effective educational acquisition.

iii. Business Education teachers should embrace and employ the use of new technology instructional strategies like the application of online learning, flipped classrooms, augmented reality, virtual reality, scaffolding, use of Artificial Intelligence and robotics, among others, as effective strategies to effectively impart to the students as well as improving Business Education programmes for job creation.

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