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The Use of Information and Communication Technologies in Teaching Business Management

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Abstract: ***The research aimed at exploring the use of Information and Communication Technologies (ICT) in teaching Business Management in the Senior High Schools in the Cape Coast Metropolis. The study employed a descriptive survey design using a purposive sampling method for selection of the samples. The sample size for the study were 80 participants who were all business management teachers in the Cape Coast Metropolis. Questionnaires were administered and answered sincerely by the respondents in their various institutions. The data gathered from the questionnaires were analyzed with statistical tools using means and standard deviations due to the quantitative nature of the study. The result from the study indicated that in terms of the level of knowledge in the use ICT in teaching Business Management, teachers have adequate skills and confident knowledge in new technologies which had help them in teaching topics that reflect the societal needs. Thus, they make use of ICT tools that facilitate them in preparing lesson note. However, some of the business management teachers were incompetent to handle and use ICT tools in school due to inadequate training and support from the school. Lastly, the study showed that ICT resources such as well fashioned ICT laboratory with computers for both teachers and students are unavailable in schools and therefore had made teaching of Business Management a difficult task. It was recommended that Business Management teachers should be enlightened on the effect of ICT on their teaching so that they could become aware of the new ICT tools which can aid them in preparing lesson note, making class interactive and providing them with tools that could help them in explaining concepts very well which is applicable in solving societal problems.***

Keywords: Business Management, ICT, Senior High School, Cape Coast Metropolis

1. Introduction

In a world characterized by Information and Communication Technologies (ICT), countries around the globe have realized the opportunities of the rise in information and these technologies are driving national development efforts both locally and internationally. The United Nations (2013) noted that 95% of current global jobs where in the domain of ICT and therefore urged many girls across the world to get themselves involved in ICT to bridge the gender gap. A number of developed and developing countries are exploring ways of facilitating their development through the deployment and exploitation of ICT's within their economies and societies.

In Ghana, ICT has become common in most sectors of the economy which include; the Agriculture, Health, Education and the Service sector of the economy. It has also become most influential, dependable and cost effective means of enhancing the wellbeing of most individuals in the economy. Conscious efforts have been made by the Ghanaian government to spread the use of ICT. An example is the national ICT policy and plan development committee which was set up in 2002 to formulate ICT policy referred to as ICT for Accelerated Development (Ministry of Education, 2003). This focused on the development and implementation of ICT's in education by prioritizing training, research and generating resources for the expansion of ICT's. The Education Reform (2007), noted that the key role that ICT can play in widening access to education to a wider section of the population for facilitating educational delivery and training at all levels that has been recognized as a key priority area. Although there have been an impact of new technologies such as email, the internet, course specific software (Seavers 2002-2003), smart phones, projector, laptops etc. in our everyday lives. However, stakeholders including investors, creditors, administrators, teachers and students today use these tools to make their work more effective. Again, teachers have recognised the importance of integrating ICT into their lessons. As Kleyn (2006) stated "even if teachers are not drawn to technology, they realize that computers are here to stay and inevitably, they must resign themselves to developing sufficient skills'' (p. 43).

One paramount concern regarding the use of ICT is that, the educational sector seems to be lagging behind the integration of ICT in teaching and learning. The situation in the second cycle institutions is alarming since the technological tools are mostly insufficient. Improvement can yet be seen at the tertiary level where most universities are now moving away gradually from depending on lecture notes and textbooks only to online courses and e-resource (Afari-Kumah & Tanye, 2009). Although, most schools in the second cycle institutions teach subjects ranging from sciences to business management yet the incorporation of ICT is deemed important in teaching these subjects. Business management, as one of the elective business subject in the school curriculum by nature however requires that teachers become innovative in teaching the subject. Research in this area therefore has the potential to improve the use of information and communication technology (ICT) in teaching Business Management in Senior High Schools.

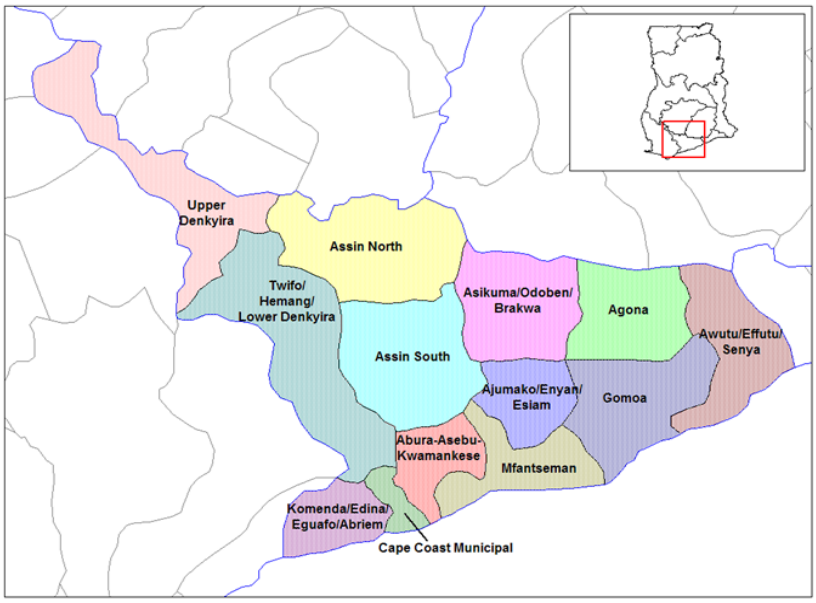
Studies have been conducted in several aspect of information and communication technologies (ICT) world-wide (Ngozi, 2013, Jyvaskyla, 2016, Hennessy & Onguko, 2010, Opati, 2013). In Ghana, research have also been conducted in information and communication technologies (Adebi and Teye, 2012, Agyei, 2010, Ayebi- Arthur, 2009), just to mention a few.

However, a gap exist in the use of ICT in teaching Business Management among Senior High Schools in Ghana, even though technology has become the order of the day. The level of computer literacy is low in the country and this has been identified as one of the key factors limiting the utilization of ICT in education. Nonetheless, there are other challenges facing the use of ICT in teaching that are more prevalent and warrant our concern and consideration. It is therefore against this background that this study choose to research into the use of information and communication technology (ICT) in teaching Business Management in Senior High Schools in Ghana employing the case of the Cape Coast Metropolis.

2. Study Area

Ghana is a country located along the Gulf of Guinea and Atlantic Ocean in the sub-region of West Africa. Ghana is bordered by the Ivory Coast in the west, Burkina Faso in the north, Togo in the east and the Gulf of Guinea and Atlantic in the south. The research was limited to Cape Coast Metropolis in the Central Region of Ghana. Cape Coast Metropolitan Assembly is one of the seventeen (17) districts of the Central Region of south Ghana. Cape Coast is the capital of the Central region of Ghana.

Source: African Map images



Source: Ghanaweb.com

The Cape Coast Metropolitan covers an area of 122 square kilometers and it is the smallest metropolis in the country.The research was limited to business management teachers in senior high schools in the cape coast metropolis, their knowledge and utilization of ICT tools in the teaching and learning of business management. The study was limited to eighty (80) Business management teachers who were chosen based on purposive sampling. (It is a non-probability sampling method where individuals are sampled based on certain specific characteristics which are present within a specific population group and the overall study). According to Collis and Hussey (2003),it is vital for any study that the study population be visibly defined and as such this is exactly defined set of people or collection of items which is under consideration. The target population was all business management teachers in the cape coast metropolis, Ghana.This work makes myriad contributions to the literature on the use of ICT within the teaching and learning sphere. First, it captures the factors that limit the use of ICT in teaching and learning courses such as Business Management. It also bring to light the use of ICT instructional aids in teaching in the Senior High Schools.

3. Literature Review

This section provide an overview of relevant conceptual and empirical knowledge underlying the study. The review in this study covers the concept of ICT, the level of knowledge of teachers in the use of ICT and the factors that hinders the use of ICT in teaching.

3.1 The Concept of "ICT"

ICT stands for Information and Communication Technologies. Is defined as a diverse set of technological tools and resources used to communicate, disseminate, create, store and manage information. (Victoria, 2002). This means ICT is an extension of Information Technology (IT) that includes hardware, software and Internet connectivity. This definition elaborates on the underlying purpose of using ICT's in education as a tool for teaching and learning that relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information (UNESCO, 2003). ICT is considered as one of the resources that can be organised to be accessible in the learning environment. Therefore in teaching, ICTs are placed under the affordances (Shulman as cited in Webb & Cox, 2004) upon which quality education is ensured.

Tuckman and Monetti (2011) asserted that "the use of computers has contributed significantly to the recent success of the mastery learning/teaching approach". That is, the use of computer-mediated class activities resulted in significantly better results than teaching the class in a traditional way. In talking about effect of ICT on what people learn, Gagne et al (2005) stated that "many ideas and topics have been left out of school curricular because of the limitation of traditional instructional media and delivery methods, such as blackboard, paper and pencils, and books". Though, the world today is considered as a global village through the use of ICT in different educational, political, economic and social sectors as highlighted by (Ajayi, 2008). In light of the fact that ICT is a relatively new resource and that most of the teachers were never exposed to use of ICT in their training there is clearly a need to finding new ways of using ICT resources. (Labbo et al., 2003). Hence it is useful to reflect on teacher's level of knowledge in the use of ICT in teaching Business Management.

3.2 Teachers' Level of Knowledge in the Use of ICT in Teaching

Teachers' knowledge is an essential element in imparting knowledge to pupils. Knowledge in ICT is a must among teachers. The central question is, do teachers have the required knowledge of ICT? There are studies which reveal that teachers do not acquire the necessary level of knowledge. Rosnaini and Arif (2010) show that a minority group of teachers were knowledgeable in basic ICT. The majority of them only had average knowledge in ICT or very minimal knowledge of ICT. This scenario clearly shows that the key factor in making ICT programs successful in school is to upgrade the level of ICT knowledge among teachers (Moganashwari & Parilah, 2013). Skill on the other hand is the ability to translate knowledge into action that results in the desired performance. Therefore skills have essentially been classified as either tactical, human or conceptual which portrays the ability to be self-proficiency, involved in interpersonal relationship and to gather and interpret relevant information. Skills are acquired when procedures, instructions are matched with performance activities (Okorie, 2000). In the areas of business studies teachers' ICT, skills are acquired when procedures, instructions are matched with performance activities (Okorie, 2000). Knowledge, skills and confidence with new technologies are now assets for those entering the competitive employment market. This has thrown a great challenge to the educational institutions especially, those at the lower levels like the secondary schools to brace up to these expectations if their products will be anything to write home about. Hence, the exposure of business studies teachers to the various ICT tools with the required skill and knowledge would result in the expected instructional delivery and job efficiency.

Erdogan (2010) conducted a study on information and communication (ICT) knowledge and skills required by teachers. The study examined the knowledge level of teachers in ICT use among Turkish teachers. The findings indicated that the most widely used ICT type is the Internet followed by word processing. The mean scores of the responses showed the respondents having close to little information. The results also revealed that teachers had a high level of knowledge about the software but low levels of information on most software. The results also confirmed that teachers have a low level of ICT knowledge and those previously trained about computers had higher level of use than those who did not receive any training. This clearly shows that training is important for teachers. Most teachers tend to use the internet, email, word processing, graphics and presentation software as these skills are essential for the job scope. However, there are some technologies which require technical knowledge. The study too confirmed there is a significant correlation between the levels of knowledge about ICT and the use of ICT in education. It could be concluded that the higher the level of knowledge on ICT the higher the level of use in educationStudying the perception of social studies teachers towards the use of technology, Gulbahar and Guven (2008) reported that teachers believed that the use of technology will be of more advantage to them, but they lack the basic skills of computer usage. The teachers also felt that their skills were lacking for other type of technology which could also be used as an aid in the classroom.

3.3 Factors Hindering the Use of ICT in Teaching

The application of a variety of information and communication technologies (ICT) approaches in teaching is crucial in enhancing teacher efficacy and improving student learning. However, like any other endeavour, teachers are bond to face certain challenges or hindrance in their attempt to use information and communication technologies (ICT) in their classroom activities. Raman & Mohammed (2013) observed that there are several obstacles that hinder the frequent use of technology among teachers. Some of these obstacles include unavailability of infrastructure, lack of hardware and software, lack of access to the internet, lack of ICT competent teachers, insufficient training, resistance to change and insufficient knowledge posed by teachers, lack of support, insufficient funding, and lack of appropriate ICT policies (Maholwana-Sotashe, 2007).

Similarly, Jones (2004) also found a number of barriers for the integration of ICT into lessons: (1) lack of confidence among teachers during integration, (2) lack of access to resources, (3) lack of time for the integration, (4) lack of effective training, (5) facing technical problems while the

software is in use, (6) lack of personal access during lesson preparation and (7) the age of the teachers. Snoeyink and Ertmer (2002) have identified these or similar variations as widespread barriers: lack of computers, lack of quality software, lack of time, technical problems, teacher attitudes towards computers, poor funding, lack of teacher confidence, resistance to change, poor administrative support, lack of computer skill, poor fit with curriculum, scheduling difficulties, poor training opportunities, and lack of vision as to how to integrate ICT in instruction.Also, Özden (2007) and Toprakci (2006) found that in Turkey lack of in-service training programs for science teachers is the main problem preventing implementation of ICT in schools. Beggs (2000) found that one of the top three barriers to adoption of ICT is the lack of training for teachers.

3.4 The Effect of ICT on Teaching

Although there have been several development projects, experiments and pilot studies on using ICT in school, the studies about long term and deep-going effects of ICT are still few (Kozma, 2003; Venetzky & Davies, 2001). The question is, does ICT have effects on teaching outcomes? This question has been raised from the beginning of ICT use as one of the most interesting and crucial, but the evidence of the impact of ICT is still varying (Condie, Munro, Seagraves, & Kenesson, 2007).

Most studies conducted on the integration of ICT has concluded to have the greatest impact in the affective domain (Rampersad 2012). He contended that some of these studies revealed that 86% of teachers in Europe reported that students are more motivated, engaged and attentive when 16 teachers' perceptions of the contribution of ICT to the teaching of Modern Studies computers and the Internet are used in the classroom and that ICT use has positive effects on behaviour, communication and process skills. Similarly, Lai and Pratt (2007) in a study concluded that the integration of ICT in educational practice had a number of positive social and motivational effects on the learners including increased interest and engagement and that the social and motivational effects were more frequently observed than cognitive and learning effects. Furthermore, in a teachers report on improvement of work presentation, an increased sharing of resources, greater collaboration between students and an increased motivation for learning as student engagement was greater. Also, Van Braak, Tondeur and Valcke (2004) in their study measured teachers' attitudes toward the effects of computer adoption in the classroom. The study concluded that the attitudes toward computers in education have a considerable influence in teachers' technological innovativeness and teachers' classroom use of computers

3.5 ICT Resources Available in Schools

For teachers and their students, the availability of modern computers, peripherals, networking and resources within an increasingly diverse range of technologies is an essential part of learning and teaching in the 21st century. ICT constitutes an input in the student learning process that should help produce better learning output. The availability of ICT resources can enhance learning by making education less dependent on differing teacher quality and by making education available at home throughout the day (Mbwesa, 2002). Tezci (2011) as well as Szeto and Cheng (2013) underscore the fact that the availability of ICT resources is important to generate situations in which teachers can make use of ICT in their classrooms with certainty. The efficacy of ICT in secondary-cycle education has been proved beyond reasonable doubt. It has been known to enhance educational opportunities of individuals and groups constrained from attending traditional universities as well as the use of computers as tutors for drills and practice as well as instructional delivery (Umoren, 2006).

Davis (2000) also asserts that increased availability of ICT is especially useful for students who suffer from learning disabilities since ICT use allows teachers to prepare suitable tasks for individual needs and each individual more effectively. The unfortunate thing is that, ICT resources are beyond the reach of teacher educators and as such, they cannot access them for the purpose instructional development. According to Haddad and Drexler (2002), an effective teaching and learning process must stimulate intellectual curiosity and offer a sense of enjoyment that will move the students from the passive role of recipients of information to the active role of builders of knowledge. Even though engaging learners in this process can be the most challenging task for teachers, the internet has myriad websites to help teachers develop or improve lesson plans, exchange ideas, obtain information, and find free animations and simulations to enliven their lessons.

4. Research Methodology

This chapter describes the methodology used in this study. It discusses in details the research design, population, sample and sampling procedures, data collection instrument, data collection procedures and method of data analysis.

4.1 Research Design

The study adopted the descriptive survey design sincethe study seek to investigate the use of Information and Communication Technologies (ICT) in teaching Business Management in Senior High Schools in the Cape Coast Metropolis.The descriptive survey is a dominant form of collecting data in education and other social sciences (Fink, 2002).The research basically made use of primary data. This was attained through administering of questionnaires to targeted respondents. This gave the researchers first-hand information on matters bordering on the research questions. The study was conducted among Senior High School business management teachers who are currently teaching Business Management in the Cape Coast Metropolisof Ghana.80 respondents (teachers) were targeted and all captured in the study.Table 1 shows the population for each respective school. The questionnaire was designed to include only close-ended questions.A five point Likert-type questionnaire was used to collect data to answer the research questions that underpinned the study.The five likert-type scale ranged from "Strongly Agree (SA), "Agree" (A), "Neutral" (N), "Disagree" (D) to "Strongly Disagree" (SD).Data gathered for the study were analysed statistically in all cases upon coding and scoring the entire questionnaire

items. The Statistical Product for Service Solution (SPSS) version 22.0 was used in the analysis.

Table 1: Population Size

Name of School	Number of Teachers
Ghana National College	10
Oguaa Senior Technical School	6
Holy Chid Senior High School	9
Adisadel College	11
St. Augustin's College	10
Wesley Girls Senior High School	9
University Practice Senior High School	8
Cape Coast Technical High School	10
Christ the King Senior High School	7
Total	80

Source: Field survey, (2019)

5. Results and Discussion

This chapter presents and discusses the findings of the study after analysing the field data. The analyses of data gathered from the questionnaire were done using descriptive statistics, specifically mean and standard deviation. The results and discussion are presented in accordance with the order of the research questions of the study and inferences that were made from the output. Mean and standard deviation was used in interpreting the results for the four research question. A mean of 5 on the five point Likert scale means respondents strongly agree to the statement indicated. Also, a mean of 4, 3, 2 and 1 is interpreted to mean that respondents are in the position of Agree, Neutral, Disagree and Strongly Disagree respectively. On the other hand, the use of Standard deviation points out how the responses deviate from the mean. The higher the Standard deviation, the greater the deviation of the statement from the mean.

5.1 What is Business Management teachers' level of knowledge in the use of ICT in teaching Business Management?

This section sought to examine the Business Management teachers' level of knowledge in the use of ICT in teaching Business Management. The responses of the participants are shown in Table 2.

Table 2: Business Management Teachers' Level of Knowledge in the Use of ICT in Teaching Business Management

Statement	Mean	SD
I use ICT tools and software to prepare lesson note	4.36	.68
I have the skills and confident knowledge in new technologies	4.18	.70
I often upgrade my level of knowledge in ICT	4.05	.76
I have little or average knowledge in ICT basics	3.78	1.19

Mean ranges: Strongly Disagree (0.5-1.4), Disagree (1.5-2.4), Neutral (2.5-3.4), Agree (3.5-4.4), Strongly Agree (4.5-5). (Means of means= 4.09, Average Std. Dev= 0.83). **SD=** Standard Deviation.

A look at Table 2 shows the Business Management Teachers' level of knowledge in the use of ICT in teaching Business Management. (Mean of means = 4.09, Average Std. Dev = .83) clearly indicates that the graduatesagreed with a lot of statement which were meant to examine the level of teachers' knowledge in the use of ICT in teaching. This has been clearly illustrated pinpointing the items highlighted in Table 2.

Regarding the level teachers' knowledge in ICT in teaching Business management, majority of the respondents agreed to the statements as posited in Table 2. A significant majority of respondents agreed to the following statements, the use of ICT tools and software in preparation of lesson note, having the skills and confident knowledge in new technologies, often upgrading their level of knowledge in ICT and having adequate knowledge in the basics of ICT. The use of ICT tools in preparing lesson note obtained the highest (mean = 4.36, Std. Dev = .68.) Which points out that majority of the respondents agreed to the statement as posited in Table 2. This findings is being affirmed by a study conducted in Canada by Sicilia (2005) showed that teachers take more time to prepare ICT based lessons compared to traditional methods. Which means majority of respondents are fed up with the old way of preparing lesson plan and have started adopting new ways and technologies in preparing lesson note. This is in line with what Tuckman (2000) indicated in his study of use of computer –mediated class in bringing about better results in teaching. So if majority of the teacher are agreeing to use ICT, then this has been the secret for the success of some of the teachers. This means that teachers who use ICT tools in preparing lesson note are able to enlighten students on current issues and are able to reduce the impact of the bookish nature of Ghanaian rote learning and encourage computer mediated learning which facilitate easy understanding.

A significant majority of the respondents agreed to the fact that they have the skills and confident knowledge in new technologies which is helping them in teaching Business management. (Mean = 4.18, Std. Dev =.70) was obtained when the item was analysed in Table2. This is in tandem with prior research conducted by McDonald (2004) which shows that a teacher who possesses ICT skills is able to manipulate, create, store and retrieve information to express ideas to students. He added that a teacher who is confident in new technologies is able to use ICT tools such as word processor document, excel, power point and others in teaching complex topics to make them easier to understand.

Away from the above, the result from table 2 further revealed that some teacher claim to have little or average knowledge in ICT basics. A (mean = 3.78, Std. Dev = 1.19) was obtained from the analysis of Table 2. Hence, majority of respondents agree to the fact that they have little knowledge in the basics of ICT. Just as teachers agree to this fact, so do Rosnaini and Arif (2010) who indicated in their study that a minority group of teachers were knowledgeable in basic ICT. The majority of them only had average knowledge in ICT or very minimal knowledge of ICT.

In sum, results from table 2 revealed the teachers agreed to the use of ICT tools and software to prepare lesson note, possess the skills and confident knowledge in new technologies, often upgrade their knowledge in ICT and lastly have little or average knowledge in ICT basics. These were reflected in their responses as they consent that "they

agree to the level of knowledge of Management teachers in the use of ICT in teaching."

5.2 What are the factors that hinder the use of ICT in Teaching Business Management?

This aspect of the study sought to elicit from the teachers on the likely factors that hinder them from the use of ICT in teaching Business Management. The responses of teachers are shown in Table 3.

Table 3: Factors that hinder the Use of ICT in Teaching Business Management

Statement	Mean	SD
Inadequate infrastructure for teaching Business Management	4.29	.71
Inadequate competent teachers	4.23	.82
Inadequate support	4.19	.98
Insufficient funding	4.05	.92
Lack access to the Internet	3.83	.96

Mean ranges: Strongly Disagree (0.5-1.4), Disagree (1.5-2.4), Neutral (2.5-3.4), Agree (3.5-4.4), Strongly Agree (4.5-5). (Means of means= 4.12, Average Std. Dev= 0.88). **SD=** Standard Deviation.

Generally, a careful look at Table 3 In line with this, a mean of means of 4.12 and an average standard deviation of 0.88 was achieved for the items designed to find out the factors that hinder the use of ICT in teaching Business Management. The following instances from the individual items attest to that fact.

A significant majority of the respondents agree to the statement that there is inadequate infrastructure for teaching Business Management, (mean=4.29, Std. Dev =.71) was obtained when the Table 2 was analysed. Therefore it can be said that among the factors that hinder teacher use of ICT in teaching, inadequate infrastructure cannot be excluded. The findings is in line with a study by (Maholwana-Sotashe, 2007), which postulated some of the factors that hinder the frequent use of ICT in classroom which included inadequacy of school infrastructure such as ICT labs, Computers, and others.

Away from the above factors, respondents also considered the inadequacy of competent teachers as among the factors that impeded the use of ICT in teaching Business Management. (Mean = 4.23, Std. Dev = .82) was obtained showing that significant number of the respondents agreed to the fact that inadequate competent teachers had caused many schools not able to use ICT in teaching. This purports that computers are stills inadequate in various schools and students find it difficult in getting access to the computers for practical lessons.

On the factors that hinder the use of ICT in teaching Business Management, it was revealed from the findings that teachers are in agreement that there is inadequate support and insufficient funding. This was show in the respective (mean= 4.19, Std Dev = .98) and (mean = 4.05, Std. Dev= .92) The costs of development of digital learning materials are high and effective demand is not likely to be large, while those with purchasing power are already served by good conventional schools (Dede, 2000; MacFarlane & Sakellariou, 2002; Wagner, 2004). However, this implies that majority of the teachers are in support that much out dated ICT infrastructure has been noticed in schools, and the high cost of telephonic connections is a concern to many of such schools and those from a disadvantaged background which have their telephone lines cut for not paying bills. This is because not much attention has been given to the funding of ICT in schools.

With concerns to access to the internet, a significant number of the respondents were in agreement to statement as proposed in Table 3. (Mean =3.83, Std. Dev =.96) were obtained which is in line with Korte and Hüsing (2007) which found out that in European schools infrastructure barriers such as broadband internet inhibits implementation of ICT by teachers. From the Ministry of education (2003), access to internet in various senior high schools continues to be problematic and therefore government needed to take a critical look at. This affirms the fact that access to internet recording the least mean among its colleagues.

In sum, Table 3 reveals that there are various factors which hinder the use of ICT in teaching Business Management. With respect to inadequate infrastructure for teaching Business Management, Inadequate competent teachers, lack of access to the internet, inefficient funding and inadequate support, a significant majority of the respondents agreed to these statements.

5.3 What is the effect of ICT on the teaching of Business Management?

This aspect of the study sought to find out the effects of ICT on the teaching of Business Management. The results are displayed in Table 4.

Table 4: Effect of ICT on the Teaching of Business Management

Statement	Mean	SD
There is increase in students' interest and participation in lessons	4.45	.69
It saves time in teaching	4.16	.94
There are wider sources of information for both teachers and students to choose from	4.15	.78
There is increase in academic achievements for both teachers and students	4.08	.82
There is high quality of output as visualization is effective	3.91	.79

Mean ranges: Strongly Disagree (0.5-1.4), Disagree (1.5-2.4), Neutral (2.5-3.4), Agree (3.5-4.4), Strongly Agree (4.5-5). (Means of means, 4.15, Average Std. Dev= 0.80). **SD=** Standard Deviation.

Table 3 displayed the results on the effects of ICT on the teaching of Business Management. On the statement that sought to solicit the responses of the students on research question three, a significant majority of the respondents agreed to the items as advanced in Table 4.(mean of means = 4.15 , Average Std. Dev = .80) was obtained when analysis of items in Table 4 was done.

Significant majority agreed to fact that ICT has its own pros and cons in the sense that there is increase in students' interest and participation in lessons, It saves time in teaching, it provides wider sources of information for both teachers and students to choose from, it results in an increase in academic achievements for both teachers and students and lastly, there is high quality of output as visualization is effective. Increase in students' interest and participation recorded the highest (mean = 4.45, Std. Dev = .69). The study by Rampersad (2012) is in connection with the finding from this study that ICT has increase students interest and participation. He contended that some of these studies revealed that 86% of teachers in Europe reported that students are more motivated, engaged and attentive when 16 teachers' perceptions of the contribution of ICT to the teaching of Modern Studies computers and the Internet are used in the classroom and that ICT use has positive effects on behaviour, communication and process skills.

Pertaining to the statements, "ICT saves time in teaching (mean= 4.16, Std. Dev = .94) was realized when date was analysed and also majority of teachers agreed to the fact that in their schools, ICT provide a wider sources information for both teachers and students to choose from as a (mean = 4.15 , Std. Dev = .78) were reached. This posits the fact that majority of teachers agreed to this undeniable truth. It is no coincidence that literature is also in support of this fact, Balanskat et al., (2006) found that that ICT use enabled teachers to save time and to increase productivity in such activities as preparing and updating daily lessons and maintaining records. It is undeniable fact that as a result of the use of ICT has increase the academic achievement of for both teachers and students and also has resulted in the high quality of output as visualization is effective. (Mean = 4.08, Std. Dev = .82) was obtained when data from respondents was analysed. This indicated that almost all of the respondents agree to the statement that the use of ICT has increase the academic achievement for both teachers and students. No wonder (Mamun & Tapan, 2009) indicated that lack of knowledge of how to use ICT and lack of skills regarding ICT tools negatively affects the implementation of ICT in teaching and learning in Bangladesh. Which posits that teachers of nowadays are making good use of ICT in teaching and it is really making teaching and learning easy.

In conclusion, it can be asserted that with the use of ICT in teaching Business Management has resulted in an increase in students' interest and participation in lessons, it saves time in teaching, it provides wider sources of information for both teachers and students to choose from, it results in an increase in academic achievements for both teachers and students and lastly, there is high quality of output as visualization is effective.

5.4 What are the ICT Resources that are Available in the Senior High School?

This facet of the study sought to determine the ICT Resources that are available in the Senior High School. Table 5 presents the views of Business Management teachers in this regards.

Table 5: ICT Resources that are Available in the Senior High School

Statement	Mean	SD
Computers for both teachers and students	2.63	1.19
A well-equipped ICT laboratory	2.43	1.06
Black and White as well as coloured printers for printing colourful and non-colourful images for Teaching Learning Materials (TLMs)	2.46	1.20
Projectors and projector screens for presentations	1.8	1.18
Free internet connections, clouds or Wi-Fi	2.3	1.32

Mean ranges: Strongly Disagree (0.5-1.4), Disagree (1.5-2.4), Neutral (2.5-3.4), Agree (3.5-4.4), Strongly Agree (4.5-5). (Means of means= 2.32, Average Std. Dev= 1.19). **SD=** Standard Deviation.

ICT constitutes an input in the student learning process that should help produce better learning output but from the table, teachers overwhelmingly did not consent to the statement reflecting ICT resources, and these were shown in their (mean of means= 2.32, Average Std. Dev = 1.19) as it fall 2 on the 5 point Likert scale hence, majority of the respondents disagree to the statement as posited in Table 5. This is in line with a study conducted by Davis (2000) that the ICT resources are beyond the reach of teacher educators and as such, they cannot access them for the purpose instructional development and this is posing difficulty for teachers in the work.

The result on the stance of teachers on the view of ICT resources is that, they disagree with the statements there is availability of Computers for both teachers and students, a well –equipped ICT laboratory, a Black and white as well as coloured and non-colourful images for teaching learning materials, projectors and projectors screens for presentations and free internet connections, clouds or Wi-Fi. Majority of the teacher disagreed with the fact that there is available computers for the teachers and students as (mean= 2.63, Std. Dev = 1.19) was obtained when the item was analysed. This finding was in line with Idoko and Ademu (2010) in an investigation of the challenges of ICT for teaching/learning as perceived by agricultural science teachers in 210 secondary schools from the three educational zones in Kogi State found that ICT facilities were not available in secondary schools.

With regards to a well-equipped ICT lab, black and white printers for teaching learning materials and projectors and projectors screens for presentations, majority of teachers also disagreed with the items in Table 5. Majority of teacher disagreed with these statements as the means of these items fall on 2 on the five point Likert scale. These findings are in tandem Nnadozie (2006) study on the evaluation of library resources revealed that policy makers, fiscal planners, administrators and other tech-nocrats in Nigeria are yet to appreciate the pivotal role of library and other information institutions to the nation's development quests. This is possible if ICT resources are adequately provided in School to facilitate teaching and learning.

To sum up, a significant majority of the teachers disagree to fact that there is availability of Computers for both teachers and students, a well –equipped ICT laboratory, a Black and white as well as coloured and non-colourful images for

teaching learning materials, projectors and projectors screens for presentations and free internet connections, clouds or Wi-Fi.

6. Conclusion and Recommendations

The study sought to assess the use of Information and Communication Technologies (ICT) in the teaching of Business Management in Senior High Schools in Ghana using Cape Coast Metropolis senior high schools as a case study. A sample of 80 respondents was used for the study. The study adopted a descriptive survey design. To achieve the set objectives, means and standard deviation were applied to the dataset gathered from the questionnaires which were administered to the business management teachers. The Statistical Product and Service Solutions (SPSS) tool version 22.0 was employed for the analysis.

The study revealed that majority of the teachers engaged in this study agreed to the use of ICT tools and software to prepare lesson note, possess the skills and confident knowledge in new technologies, often upgrade their knowledge in ICT as well as they having little or average knowledge in ICT basic. The analysis further indicate that factors that hinder the use of ICT in teaching Business Management include; inadequate infrastructure for teaching Business Management, Inadequate competent teachers, lack of access to the internet, inefficient funding and inadequate support from schools. The study also revealed that ICT in teaching Business Management has resulted in an increase in students' interest and participation in lessons, saves time in teaching, provides wider sources of information for both teachers and students to choose from, hence an increase in academic achievements for both teachers and students. Lastly, the findings revealed that majority of respondents were not happy with the ICT resources available in senior high schools. Thus, these teachers disagreed to fact that there is availability of computers for both teachers and students, a well –equipped ICT laboratory, a Black and white as well as coloured and non-colourful images for teaching learning materials, projectors and projectors screens for presentations and free internet connections, clouds or Wi-Fi.

In view of the above research findings, the authors recommend that the Government and other Non-Government Organizations such as Parents and Teachers Associations (PTA)should help provide adequate resources (such as internet, infrastructures, adequate finance) to aid the use of ICT in schools to facilitate teaching. Also, Ghana Education Service should ensure that teachers employed to teach Business Management have adequate skills and confident knowledge in the use of ICT in teaching. Furthermore, Business Management teachers should be enlightened on the effect of ICT on their teaching so that they could become aware of the new ICT tools which can aid them in preparing lesson note, making class interactive and providing them with tools that could help them in explaining concepts very well which is applicable in solving societal problems.

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