

**MOBILE DEVICE AND INTERNET PHOBIA AND TECHNOLOGY UTILISATION IN THE  
TEACHING OF BUSINESS EDUCATION COURSES IN UNIVERSITIES IN SOUTH-SOUTH  
NIGERIA?**

**Ekpo, Godwin Pius**

Gopius E-Learning Services, Uyo, Akwa Ibom, Nigeria  
Email: [godwinpius.gp@gmail.com](mailto:godwinpius.gp@gmail.com)

**and**

**Godspower, Kingsley Chukwuka, PhD**

Federal College of Education (Technical) Omoku, Rivers State, Nigeria  
Email: [godspower.kings@gmail.com](mailto:godspower.kings@gmail.com)

**Abstract**

This study investigated mobile device phobia and internet phobia as determinants of technology utilisation in the teaching of Business Education courses in universities in South-South Nigeria. The study was motivated by concerns over the low level of technology utilisation among some university lecturers despite the increasing importance of digital technologies in higher education. Two research questions and two null hypotheses guided the study. The study adopted a descriptive survey research design. The population comprised 197 Business Education lecturers from nine universities offering Business Education programmes in South-South Nigeria. Due to the manageable size of the population, the entire population was used for the study. Data were collected using a researcher-developed questionnaire validated by experts, while the reliability coefficient of 0.91 was established using the test-retest method. The data were analyzed using simple regression analysis at the 0.05 level of significance. The findings revealed that mobile device phobia had a moderate influence on technology utilisation in the teaching of Business Education courses ( $R = 0.47$ ;  $R^2 = 0.22$ ) and significantly influenced technology utilisation ( $F = 53.00$ ,  $p < .05$ ). The study also found that internet phobia had a very great influence on technology utilisation ( $R = 0.75$ ;  $R^2 = 0.56$ ) and significantly influenced technology utilisation ( $F = 238.94$ ,  $p < .05$ ). The study concluded that mobile device phobia and internet phobia constitute significant psychological barriers to effective technology utilisation among Business Education lecturers in universities. The study recommended regular capacity-building programmes, continuous digital literacy training, provision of reliable internet facilities, and institutional support mechanisms to enhance technology utilisation and reduce technology-related fears among lecturers.

**Keywords:** *Mobile device phobia, Internet phobia, Technology utilization.*

**INTRODUCTION**

The rapid advancement of information and communication technologies (ICTs) has significantly transformed teaching and learning processes across educational institutions worldwide. Universities are increasingly adopting digital technologies to enhance instructional delivery, facilitate communication, support collaborative learning, and improve access to educational resources. Among the various technological tools available for educational purposes, mobile devices and internet technologies have emerged as essential components of modern pedagogy. Mobile devices such as smartphones, tablets, and laptops enable lecturers and students to access information, engage in virtual learning activities, and communicate effectively regardless of geographical constraints. Consequently, technology utilization has become a critical requirement for effective teaching and learning in contemporary higher education (Alaba et al., 2022; Hassan et al., 2025).

The growing importance of technology in education has become more evident in the wake of global digital transformation and the increasing demand for technology-driven learning environments.

Universities are expected to prepare graduates who can function effectively in a technology-oriented society and workplace. This expectation places significant responsibility on lecturers to integrate digital tools into instructional practices. Effective utilization of technology enables lecturers to present course content in innovative ways, facilitate active learning, provide immediate feedback, and improve students' academic experiences. Studies have shown that mobile learning technologies contribute positively to teaching effectiveness, student engagement, and learning outcomes when properly integrated into instructional activities (Henderson & Chapman, 2023; Abubakar & Yunusa, 2024).

Business Education is one of the academic disciplines that heavily relies on technology for effective instructional delivery. The discipline is designed to equip learners with business, entrepreneurial, managerial, and technological competencies required in the modern business environment. As business operations increasingly depend on digital technologies, Business Education lecturers are expected to expose students to technological applications that reflect current workplace realities. The utilization of mobile devices and internet technologies in teaching Business Education courses enables lecturers to demonstrate business software applications, facilitate online research, promote collaborative learning, and enhance students' practical competencies. However, despite the recognized benefits of educational technology, evidence indicates that the level of technology utilization among some educators remains below expectation due to various institutional, technical, and psychological barriers (Nwafor, 2024).

Among the psychological barriers affecting technology adoption is technophobia, which refers to an individual's fear, anxiety, discomfort, or resistance toward the use of technological devices and systems. Technophobia may manifest through apprehension about operating technological tools, fear of making mistakes while using digital devices, or avoidance of technology-related activities. In educational settings, technophobia can reduce lecturers' confidence in utilizing technological innovations for instructional purposes. Two dimensions of technophobia that are particularly relevant in contemporary education are mobile device phobia and internet phobia. Mobile device phobia refers to anxiety associated with the use of mobile technological devices, while internet phobia relates to fear or discomfort arising from the use of internet-based technologies and online platforms. Such fears may discourage educators from integrating technology into their teaching practices, thereby limiting the effectiveness of instructional delivery (Busayo et al., 2024).

The consequences of mobile device and internet phobia in higher education can be substantial. Lecturers who experience anxiety toward technology may avoid using mobile learning applications, online instructional platforms, virtual classrooms, digital assessment tools, and internet-based educational resources. This reluctance can reduce opportunities for innovation in teaching and may negatively affect students' acquisition of digital competencies. Research has shown that technology-related anxiety and low technological readiness often result in lower levels of ICT utilization among educators and academic personnel. As educational institutions continue to embrace digital transformation, the existence of technology-related fears among lecturers may hinder efforts aimed at achieving effective technology integration and quality educational delivery (Oyarinde & Aderibigbe, 2026; Abubakar, 2024).

In South-South Nigeria, universities have made considerable efforts to integrate technology into teaching and learning through the provision of internet facilities, digital learning platforms, and mobile learning opportunities. Nevertheless, observations suggest that disparities still exist in the extent to which lecturers utilize these technological resources in instructional activities. While some lecturers readily embrace digital technologies, others appear reluctant to adopt technology-enhanced teaching approaches. Such differences may be linked to psychological factors, particularly mobile device phobia and internet phobia. Despite the growing importance of technology utilization in higher education, empirical evidence on the influence of these phobias on the teaching of Business Education courses in universities within South-South Nigeria remains limited. It is against this background that this study investigates mobile device and internet phobia as determinants of

technology utilization in the teaching of Business Education courses in universities in South-South Nigeria.

### **Statement of the Problem**

The increasing integration of technology into higher education has made the utilization of mobile devices and internet-based resources an essential component of effective teaching and learning. Universities are expected to leverage digital technologies to improve instructional delivery, enhance students' engagement, and develop the technological competencies required in the contemporary workplace. According to Hassan et al. (2025), mobile learning technologies have become indispensable tools for facilitating innovative teaching practices in higher education. Similarly, Henderson and Chapman (2023) observed that the integration of mobile technologies into classroom instruction promotes interactive learning and improves students' learning experiences. In Business Education, where students are expected to acquire practical business and technological skills, the utilization of mobile devices and internet technologies is particularly important for achieving instructional objectives and preparing learners for the digital economy.

Despite these expectations, evidence suggests that the level of technology utilization among some university lecturers remains unsatisfactory. Nwafor (2024) reported that although educational institutions have increasingly invested in information and communication technologies, many lecturers still underutilize available technological resources in their instructional activities. This situation is particularly concerning in Business Education, where effective teaching requires the demonstration and application of digital business tools and online resources. The inability or unwillingness of lecturers to integrate technology into classroom practices may limit students' exposure to relevant technological competencies and reduce the effectiveness of instructional delivery. Consequently, the gap between technological advancements and classroom practices continues to pose a challenge to educational development.

Researchers have identified several factors responsible for the low utilization of technology in teaching, including inadequate infrastructure, lack of technical support, insufficient training opportunities, and poor internet connectivity. However, recent studies have increasingly emphasized the role of psychological factors in influencing technology adoption and utilization. Busayo et al. (2024) noted that technophobia often creates anxiety and resistance toward the use of technological tools, thereby discouraging individuals from embracing technological innovations. Likewise, Oyarinde and Aderibigbe (2026) found that technology-related anxiety significantly affects individuals' willingness to utilize ICT resources. Mobile device phobia and internet phobia, as dimensions of technophobia, may therefore constitute significant barriers to the effective utilization of technology among university lecturers. Lecturers who experience fear, discomfort, or anxiety when interacting with mobile devices or internet-based platforms may be reluctant to employ these technologies in their instructional activities.

Although several studies have examined technology utilization, ICT adoption, and computer anxiety in educational settings, there is limited empirical evidence regarding the specific influence of mobile device phobia and internet phobia on technology utilization in the teaching of Business Education courses in universities within South-South Nigeria. Most existing studies have focused on general ICT challenges without adequately investigating the psychological fears associated with mobile and internet technologies. Consequently, there is insufficient knowledge regarding the extent to which these phobias affect lecturers' utilization of technology in Business Education instruction. It is this gap in knowledge that necessitates the present study, which seeks to investigate the influence of mobile device and internet phobia on technology utilization in the teaching of Business Education courses in universities in South-South Nigeria.

### **Purpose of the Study**

The main purpose of this study was to investigate mobile device phobia and internet phobia as determinants of technology utilisation in the teaching of Business Education courses in universities in South-South Nigeria.

Specifically, the study sought to:

1. Determine the extent to which mobile device phobia influences technology utilisation in the teaching of Business Education courses in universities in South-South Nigeria.
2. Determine the extent to which internet phobia influences technology utilisation in the teaching of Business Education courses in universities in South-South Nigeria.

### **Significance of the Study**

This study will be beneficial to Business Education lecturers, students, university administrators, policymakers, and future researchers. The findings will help Business Education lecturers understand how mobile device phobia and internet phobia affect their utilisation of technology in instructional delivery. It will provide useful information for university administrators in designing training programmes aimed at improving lecturers' technological competence and confidence. The study will also assist policymakers in formulating policies that promote effective technology integration in higher education. Students will benefit from improved technology-enhanced teaching practices resulting from reduced technophobia among lecturers. Furthermore, the findings will contribute to the existing body of knowledge on technophobia and technology utilisation. Finally, the study will serve as a valuable reference material for future researchers interested in technology adoption, technophobia, and Business Education.

### **Research Questions**

The following questions were raised to guide the study.

- i. To what extent does mobile device phobia influence technology utilisation in the teaching of Business Education courses in universities in South-South Nigeria?
- ii. To what extent does internet phobia influence technology utilisation in the teaching of Business Education courses in universities in South-South Nigeria?

### **Research Hypotheses**

The following null hypotheses were tested at .05 level of significance.

- Ho<sub>1</sub> Mobile device phobia does not significantly influence technology utilisation in the teaching of Business Education courses.
- Ho<sub>2</sub> Internet phobia does not significantly influence technology utilisation in the teaching of Business Education courses.

## **LITERATURE REVIEW**

### **Conceptual Review**

#### **Technology Utilisation in Teaching Business Education**

Technology utilisation refers to the effective application of technological tools, devices, software, and digital resources to facilitate teaching, learning, communication, assessment, and educational management. In contemporary higher education, technology utilisation has become an indispensable aspect of instructional delivery due to the increasing demand for digital literacy and technology-driven learning environments. According to Alaba et al. (2022), technology utilisation involves the integration of digital devices and internet-based applications into educational activities to enhance learning effectiveness and improve students' academic experiences. The utilization of technology enables lecturers to access diverse instructional resources, communicate efficiently with students, provide interactive learning experiences, and facilitate collaborative learning beyond the traditional classroom environment. As educational institutions continue to embrace digital

transformation, the ability of lecturers to effectively utilize technology has become a critical determinant of teaching effectiveness and educational quality.

In the context of Business Education, technology utilisation encompasses the use of mobile devices, computers, internet resources, learning management systems, multimedia presentations, virtual classrooms, and business-related software applications for instructional purposes. Business Education is designed to equip learners with practical, vocational, entrepreneurial, and managerial competencies required in the contemporary business environment. According to Nwafor (2024), the integration of technology into Business Education enhances students' acquisition of employable skills, improves instructional delivery, and promotes experiential learning. Henderson and Chapman (2023) further noted that technology utilization enables Business Education lecturers to expose students to real-world business practices through simulations, online research, digital collaboration, and technology-based problem-solving activities. Therefore, effective technology utilisation remains essential for achieving the objectives of Business Education and preparing graduates for technology-driven workplaces.

### **Mobile Device Phobia and Technology Utilisation**

Mobile device phobia refers to the fear, anxiety, discomfort, or apprehension experienced by individuals when using mobile technological devices such as smartphones, tablets, laptops, and other portable digital tools. Although mobile devices have become ubiquitous in modern society, some individuals continue to experience psychological discomfort associated with their use. This fear may arise from concerns about technological complexity, fear of making mistakes, inadequate technological competence, or previous negative experiences with digital devices. Busayo et al. (2024) observed that technology-related fears often reduce individuals' confidence in utilizing digital tools and contribute to resistance toward technological innovations. In educational settings, lecturers experiencing mobile device phobia may exhibit reluctance to incorporate mobile technologies into their instructional activities despite recognizing their potential benefits.

The presence of mobile device phobia can significantly influence technology utilisation among university lecturers. Lecturers who experience anxiety toward mobile devices may avoid using smartphones, tablets, mobile learning applications, and other digital tools that could enhance instructional effectiveness. According to Oyarinde and Aderibigbe (2026), technology-related anxiety negatively affects the adoption and utilization of ICT resources in educational environments. Similarly, Hassan et al. (2025) reported that educators who demonstrate positive attitudes toward mobile technologies are more likely to integrate such technologies into teaching and learning activities. Consequently, lecturers with high levels of mobile device phobia may exhibit lower levels of technology utilisation, thereby limiting opportunities for innovative teaching, student engagement, and effective instructional delivery. Understanding the relationship between mobile device phobia and technology utilisation is therefore important for promoting effective technology integration in Business Education.

### **Internet Phobia and Technology Utilisation**

Internet phobia refers to the fear, anxiety, or discomfort associated with the use of internet technologies, online platforms, and web-based applications. Individuals experiencing internet phobia often demonstrate apprehension toward browsing the internet, engaging in online communication, utilizing web-based learning platforms, or accessing digital information resources. Such fear may result from concerns about cybercrime, privacy breaches, technological complexity, misinformation, or inadequate digital skills. According to Chou et al. (2023), anxiety associated with internet usage can influence users' willingness to adopt and effectively utilize online technologies. In educational settings, internet phobia may discourage lecturers from exploring internet-based instructional opportunities that could improve teaching effectiveness and learning outcomes.

Internet technologies play a fundamental role in modern educational practices by providing access to digital learning materials, online collaboration tools, virtual classrooms, cloud-based applications, and global information resources. Consequently, internet phobia may constitute a significant obstacle to technology utilisation among university lecturers. Nwafor (2024) emphasized that effective utilization of internet resources enhances instructional delivery and promotes students' acquisition of relevant technological competencies. Likewise, Alaba et al. (2022) observed that internet-enabled technologies facilitate flexible learning and improve access to educational content. However, lecturers who experience internet-related anxiety may be less willing to utilize online teaching tools, participate in virtual learning environments, or integrate internet-based resources into classroom instruction. This reluctance may ultimately reduce the effectiveness of technology utilization in the teaching of Business Education courses and limit students' exposure to contemporary digital learning experiences.

## **Theoretical Review**

### **Technology Acceptance Model**

The Technology Acceptance Model was developed by Davis (1989) to explain and predict individuals' acceptance and utilization of technological innovations. The theory posits that an individual's intention to use a technology is primarily influenced by two key factors: perceived usefulness and perceived ease of use. Perceived usefulness refers to the degree to which an individual believes that using a particular technology will enhance job performance, while perceived ease of use refers to the extent to which an individual believes that using the technology will be free from effort. According to Davis (1989), when users perceive technology as useful and easy to use, they are more likely to develop positive attitudes toward it and subsequently utilize it in their daily activities. The model has been widely applied in educational technology research to explain technology adoption and usage behaviors among students, lecturers, and educational administrators.

The Technology Acceptance Model is particularly relevant to the present study because mobile device phobia and internet phobia may negatively affect lecturers' perceptions of the usefulness and ease of use of technological tools. Lecturers who experience anxiety or fear when using mobile devices and internet technologies may perceive such technologies as difficult to operate, thereby reducing their willingness to utilize them in teaching. Venkatesh and Davis (2000) argued that psychological barriers and negative perceptions often hinder technology acceptance and utilization. In the context of Business Education, lecturers who perceive mobile devices and internet technologies as complex or intimidating may avoid incorporating them into instructional activities despite their potential educational benefits. Consequently, TAM provides a useful framework for understanding how mobile device phobia and internet phobia can influence technology utilisation among university lecturers. The theory therefore supports the assumption that lower levels of technology-related anxiety are associated with higher levels of technology utilisation in teaching.

### **Theory of Planned Behavior (TPB)**

The theory of Planned Behavior (TPB) was developed by Ajzen (1991) as an extension of the Theory of Reasoned Action. The theory proposes that an individual's behavior is determined by behavioral intention, which is influenced by attitude toward the behavior, subjective norms, and perceived behavioral control. Attitude toward behavior refers to an individual's positive or negative evaluation of performing a particular action. Subjective norms refer to perceived social pressure to engage or not engage in a behavior, while perceived behavioral control refers to an individual's perception of the ease or difficulty associated with performing the behavior. Ajzen (1991) argued that individuals are more likely to engage in a behavior when they possess favorable attitudes, perceive social support, and believe they have the capability to perform the behavior successfully.

The Theory of Planned Behavior provides a strong theoretical foundation for understanding technology utilisation among Business Education lecturers. Mobile device phobia and internet phobia

may negatively influence lecturers' attitudes toward technology and reduce their perceived behavioral control regarding the use of technological tools. When lecturers experience fear or anxiety toward mobile devices and internet technologies, they may doubt their ability to effectively utilize these resources in teaching activities. Such perceptions can weaken their intention to adopt technology and ultimately reduce actual technology utilization. According to Teo (2011), educators' attitudes and perceived control significantly influence their technology adoption decisions and classroom technology practices. In universities where technology integration is increasingly encouraged, lecturers who possess positive attitudes and confidence in their technological abilities are more likely to utilize digital tools effectively. Therefore, the Theory of Planned Behavior explains how psychological factors such as mobile device phobia and internet phobia can affect lecturers' intentions and actual behavior regarding technology utilization in the teaching of Business Education courses.

Hence, this study adopts the Technology Acceptance Model as its anchoring theory. The choice of technology acceptance model is based on its direct emphasis on technology acceptance and utilization behavior. The theory provides a suitable explanation of how mobile device phobia and internet phobia may influence lecturers' perceptions of technological tools, thereby affecting their willingness and ability to utilize technology in the teaching of Business Education courses. Since the study focuses on factors that may hinder or promote technology utilization, TAM offers the most appropriate framework for explaining the relationship between mobile device phobia, internet phobia and technology utilisation.

### **Empirical Review**

Hassan et al. (2025) investigated the acceptability and utilization of mobile learning for teaching and learning transformation at Yaba College of Technology, Lagos State. The study adopted a descriptive survey design and collected data from lecturers and students through a structured questionnaire. The study examined the availability, acceptance, and utilization of mobile learning technologies in higher education. Findings revealed a high level of acceptance of mobile learning technologies among respondents and showed that mobile device utilization positively influenced teaching and learning effectiveness. The study concluded that mobile technologies have the potential to transform instructional delivery when properly utilized. The researchers recommended increased institutional support and training for technology integration. The study is relevant because it highlights the importance of mobile technology utilization in educational settings.

Soetan (2018) examined lecturers' perceptions of the ease of using mobile devices for teaching undergraduates in universities in Kwara State, Nigeria. The study employed a survey research design involving 356 university lecturers selected from four universities. Data were analyzed using mean scores and t-test statistics. The findings indicated that lecturers generally perceived mobile devices as easy to use for instructional purposes. The study further revealed no significant gender difference in lecturers' perceptions of mobile device usefulness. It concluded that positive perceptions enhance lecturers' willingness to utilize mobile technologies in teaching. The study recommended regular training and capacity-building programmes to strengthen lecturers' technological competence. The study is relevant because perceived ease of use is closely associated with reduced technology anxiety and increased utilization.

Abubakar (2024) investigated the awareness, utilization, and relevance of mobile devices for classroom management among lecturers at Usmanu Danfodiyo University, Sokoto. The study adopted a descriptive survey design and utilized a self-developed questionnaire to obtain data from lecturers. Findings showed that lecturers were highly aware of the educational benefits of mobile devices and utilized them for instructional and classroom management purposes. The study further established that mobile device utilization enhanced communication, information sharing, and classroom effectiveness. However, inadequate digital skills and technological challenges were identified as constraints to optimal utilization. The researcher recommended continuous professional

development programmes to improve lecturers' technology adoption. The study supports the notion that positive technological competence encourages technology utilization.

Anaza (2017) assessed lecturers' attitudes toward mobile technology usage for instruction in Colleges of Education in North-Central Nigeria. The study employed a survey design and collected data from lecturers using structured questionnaires. The objective was to determine lecturers' attitudes toward the use of mobile technologies in instructional delivery. Findings revealed that lecturers with positive attitudes toward mobile technologies demonstrated greater willingness to integrate such technologies into teaching activities. The study further showed that favorable attitudes significantly enhanced instructional technology adoption. The researcher concluded that attitudes and perceptions play crucial roles in determining technology utilization. It was recommended that institutions encourage positive attitudes toward educational technologies through training and awareness programmes. The study is relevant because phobia often manifests through negative attitudes toward technology.

Busayo et al. (2024) investigated technophobia and ICT usage among librarians in higher educational institutions in Nigeria. The study adopted a survey research design and utilized standardized scales measuring computer anxiety, technology-related thoughts, and attitudes toward computers. Findings revealed that individuals with higher levels of technophobia exhibited lower levels of ICT utilization. The study also found that older respondents demonstrated higher levels of technology anxiety compared to younger participants. The researchers concluded that technophobia remains a significant barrier to effective technology adoption and utilization. They recommended continuous ICT training and psychological support programme to reduce technology-related fears. The study is highly relevant because mobile device phobia and internet phobia are dimensions of technophobia.

Gombe et al. (2016) examined the use of information and communication technology among lecturers in federal universities in North-Western Nigeria. The study utilized a survey design involving 350 lecturers selected through a multistage sampling technique. Data were analyzed using descriptive statistics. Findings revealed that although lecturers demonstrated commitment to acquiring ICT skills, inadequate ICT facilities and insufficient technical support hindered effective utilization. The study further showed that lecturers with higher ICT competence utilized technological resources more effectively than those with limited competence. The researchers concluded that institutional and individual factors jointly influence technology utilization. They recommended improved ICT infrastructure and training opportunities for lecturers. The study provides evidence regarding factors influencing technology utilization in higher education.

## **METHODOLOGY**

The study adopted the descriptive survey research design. The area of the study is South-South geopolitical zone of Nigeria which comprises Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers States. The region is located in the southern part of Nigeria and is rich in oil and gas resources. It also hosts several universities offering Business Education programmes. The population of the study comprised 197 Business Education lecturers in the nine universities offering Business Education programmes in South-South Nigeria. The lecturers include academic staff ranging from Assistant Lecturer to Professor who are actively involved in the teaching of Business Education courses. The entire population of 197 lecturers was used as the sample size for the study since the population was manageable. The instrument for data collection was a structured questionnaire and instrument was subjected to face and content validation by three experts: two from Business Education and one from Computer Education in the University of Uyo, Akwa Ibom State. The comments and corrections of the experts were used to modify and improve the instrument before final administration. The reliability of the instrument was established using the test-retest method. The instrument was administered to 15 Business Education lecturers from a university outside the study area in the South-East geopolitical zone. After an interval of two weeks, the same instrument was

re-administered to the same respondents. The two sets of scores obtained were correlated using Pearson Product Moment Correlation Coefficient, and a reliability coefficient of 0.91 was obtained. The questionnaire was administered to the respondents by the researcher with the assistance of research assistants from the selected universities. The respondents were given the instrument and collected it back after completion to ensure a high response rate and minimize loss of data. Data collected for the study were analyzed using descriptive statistics of mean and standard deviation to answer the research questions, while simple regression analysis was used to test the hypotheses at 0.05 level of significance.

## **DATA ANALYSIS AND RESULTS**

### **Research Question One**

To what extent does mobile device phobia influence technology utilisation in the teaching of Business Education courses in universities in South-South Nigeria?

R-value and R-square value of simple regression analysis were used for answering the research question. The result of the analysis is summarised in Table 1

**Table 1: Research question 1 To what extent does mobile device phobia influence technology utilisation in the teaching of Business Education courses in universities (N = 190).**

| <b>Variables</b>       | <b>R</b> | <b>R-square</b> | <b>Adjusted R-square</b> | <b>Std. Error of the Estimate</b> |
|------------------------|----------|-----------------|--------------------------|-----------------------------------|
| Mobile device phobia   | .47      | .22             | .216                     | .51                               |
| Technology Utilisation |          |                 |                          |                                   |

Table1 shows an R-value of .47 which means that there is a moderate influence of mobile device phobia on technology utilisation in the teaching of Business Education courses in universities. The R<sup>2</sup> of .22 indicates that 22 percent of technology utilisation is influenced by mobile device phobia.

### **Hypothesis One**

Mobile device phobia does not significantly influence technology utilisation in the teaching of Business Education courses.

Simple regression analysis was adopted to test the hypothesis. The result of the analysis is summarised in Table 2

**Table 2: Regression analysis on the significant influence of mobile device phobia on technology utilisation in the teaching of Business Education courses (N = 190).**

| <b>Source of Variance</b> | <b>SS</b> | <b>df</b> | <b>Mean Square</b> | <b>F-cal</b> | <b>Sign. .05</b> | <b>p≤</b> |
|---------------------------|-----------|-----------|--------------------|--------------|------------------|-----------|
| Regression                | 13.88     | 1         | 13.88              | 53.00*       | .00              |           |
| Residual                  | 49.15     | 188       | .26                |              |                  |           |
| Total                     | 63.03     | 189       |                    |              |                  |           |

\*Significant at  $p \leq .05$

The F-statistics testing on the extent to which mobile device phobia influences technology utilisation in the teaching of Business Education courses is presented in the Table. The test yields an F-value of 53.00 with a p-value of .00. Since the p-value (.00) is less than .05, the null hypothesis tested is rejected. It implies therefore that there is a significant influence of mobile device phobia on technology utilisation in the teaching of Business Education courses in universities.

### Research Question Two

To what extent does internet phobia influence technology utilisation in the teaching of Business Education courses in universities in South-South Nigeria?

R-value and R-square value of simple regression analysis were used for answering the research question. The result of the analysis is summarised in Table 3

**Table 3: Research question 2 To what extent does internet phobia influence technology utilisation in the teaching of Business Education courses in universities (N = 190).**

| Variables              | R   | R-square | Adjusted R-square | Std. Error of the Estimate |
|------------------------|-----|----------|-------------------|----------------------------|
| Internet phobia        | .75 | .56      | .557              | .384                       |
| Technology Utilisation |     |          |                   |                            |

The result presented in Table 3 shows an R-value of .75 which means that there is a very great influence of internet phobia on technology utilisation in the teaching of Business Education courses in universities. The  $R^2$  of .56 indicates that 56 percent of technology utilisation is influenced by internet phobia.

### Hypothesis Two

Internet phobia does not significantly influence technology utilisation in the teaching of Business Education courses.

Simple regression analysis was adopted to test this hypothesis. The result of the analysis is summarised in Table 4

**Table 4: Regression analysis on the significant influence of internet phobia on technology utilisation in the teaching of Business Education courses (N = 190).**

| Source of Variance | SS    | df  | Mean Square | F-cal   | Sign. .05 | p≤ |
|--------------------|-------|-----|-------------|---------|-----------|----|
| Regression         | 35.27 | 1   | 35.27       |         |           |    |
| Residual           | 27.75 | 188 | .15         | 238.94* | .00       |    |
| Total              | 63.03 | 189 |             |         |           |    |

\*Significant at  $p \leq .05$

The F-statistics testing on the extent to which internet phobia influences technology utilisation in the teaching of Business Education courses is presented in the Table. The test yields an F-value of 238.94 with a p-value of .00. Since the p-value (.00) is less than .05, the null hypothesis tested is rejected. It implies therefore that there is a significant influence of internet phobia on technology utilisation in the teaching of Business Education courses in universities.

### Discussion of Findings

The analysis on mobile device phobia and technology utilisation shows that there is a moderate influence of mobile device phobia on technology utilisation in the teaching of Business Education courses. The study also reveals that there is a significant influence of mobile device phobia on technology utilisation in the teaching of Business Education courses. This means that many Business Education lecturers do not utilise mobile technologies for teaching, mainly due to the phobia they possess for its use. This is in agreement with Tindell and Bohlander (2011) and Mojaye (2015), who observe that the level of non-utilisation of technology, especially mobile devices, in teaching is on the high side, and it is as a result of classroom distractions, reduced cognitive ability, in appropriate use of mobile technology by students, cyber bullying, health hazards, poor writing skills, addiction and the fear of the lecturer not knowing how to utilise mobile technology.

The analysis on internet phobia and technology utilisation reveals that there is a very great influence of internet phobia on technology utilisation in the teaching of Business Education courses. The study also reveals that there is a significant influence of internet phobia on technology utilisation in the teaching of Business Education courses. This implies that many Business Education lecturers do not utilise internet or network technologies for teaching well-enough, due to internet phobia.

This result supports the survey carried out by Ukpebor and Emwantor (2012). The survey reveals that the bulk of the schools in Nigeria have computers in their laboratories but only a few are connected to the internet network; and that internet access in Nigerian schools is still very poor.

## **CONCLUSION AND RECOMMENDATIONS**

The study examined the influence of mobile device phobia and internet phobia on technology utilisation in the teaching of Business Education courses in universities in South-South Nigeria. Based on the findings, it was concluded that both mobile device phobia and internet phobia significantly influence the extent to which Business Education lecturers utilise technology in instructional delivery. Specifically, mobile device phobia was found to have a moderate influence on technology utilisation, indicating that lecturers' fear or discomfort with mobile technologies reduces their level of adoption and use in teaching. Similarly, internet phobia was found to have a very strong influence on technology utilisation, showing that anxiety or lack of confidence in using internet-based tools greatly limits lecturers' integration of technology in classroom instruction. The implication of these findings is that psychological barriers, particularly technophobia-related factors, play a critical role in determining the level of technology utilisation among Business Education lecturers in universities. Based on the findings of the study, the following recommendations were made:

1. University management and relevant stakeholders should organise regular capacity-building programmes, workshops, and training sessions aimed at improving lecturers' competence and confidence in the use of mobile devices for instructional purposes. Such training will help reduce fear and increase familiarity with mobile technologies in teaching.
2. Lecturers should be encouraged to engage in continuous professional development programmes focused on digital literacy and modern instructional technologies in order to reduce mobile device phobia and enhance classroom innovation.
3. Universities should provide stable and accessible internet facilities within lecture halls, offices, and faculty environments to encourage the use of internet-based instructional tools. Reliable internet access will reduce frustration and build lecturers' confidence in integrating online resources into teaching.
4. Institutional policies should support the compulsory integration of technology into Business Education teaching, while also providing technical support units to assist lecturers who experience difficulties in using digital tools. This will help reduce internet phobia and promote effective technology utilisation in higher education.

## **Limitation of the Study**

The limitations of the study include:

1. The study was limited to Business Education lecturers in universities within the South-South geopolitical zone of Nigeria; therefore, the findings may not be generalised to lecturers in other disciplines or geopolitical zones.
2. The study relied solely on questionnaire responses, which may be subject to respondents' bias, misinterpretation of items, or personal opinions that may not fully reflect actual classroom practices.
3. The study was also constrained by time and financial resources, which limited the extent of data collection and engagement with respondents across all selected universities.

### **Suggestions for Further Studies**

The researcher suggests that future studies should examine other dimensions of technophobia such as software phobia, e-learning platform anxiety, and social media phobia in relation to technology utilisation among lecturers. Further research should also be conducted in other geopolitical zones and disciplines to compare findings and improve the generalisability of results.

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