ANALYSIS OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN THE TEACHING OF BUSINESS EDUCATION CONTENT IN EBONYI, NIGERIA

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Abstract

This study explored the use of ICT in the teaching and learning of business education content in Ebonyi State. The study's framework consisted of three objectives, in conjunction with the accompanying research questions and hypotheses. The study population consists of twenty-three (23) business education lecturers from universities in Ebonyi State, with 14 male and 9 female respondents. A questionnaire was the study's method of measurement, titled "Analysis of ICT in Teaching and Learning Business Education Content (AICTTLBEC), with 26 items utilized for gathering data. Two specialists from the department of vocational education validated the instrument (the business education unit) at the University of Calabar. The instrument was trial-tested on ten business education lecturers at the University of Cross River Stale, with an overall coefficient of 0.93 indexed. Descriptive statistics and an independent t-test were used to answer the research question and test the research question. The findings of the study show that ICT facilities were not available, ICT facilities were not utilized, and business education lecturers were restricted from using ICT tools in the delivery of business education curriculum content at a university in Ebonyi Stale, Nigeria. The study recommended, among other things, that the university management, with assistance from the federal government, provide the needed information and communication technologies to improve business education content and learning processes.

Key Words: Information, Communication, Technology, Teaching, Learning and Content.

Introduction

Information and communication technologies (ICTs) are technological devices that collect, analyze, store, access, and distribute data in order to assist and promote teaching and learning by incorporating a range of learning methodologies. A continuum of integrated technological advances, including online learning using electronic platforms in educational environments and virtual learning environments, with an important influence on teaching methods at the other end, make up the usage of ICTs in the educational process. Information and communication technologies (ICT) such as smartphone devices, computer laboratories, iPad tablets, and laptop computers; smart televisions; solar power; an e-learning center; an ICT classroom; an e-library; and e-resources are needed in the delivery of business education curriculum content (Atah, Nwosu, and Besson, 2022).

Without a doubt, the development of innovative technologies, which include desktops, spreadsheets, the World Wide Web, automated teller machines, reprographic machinery, micrographic machines, calculating devices, and contemporary phone conversation systems, including mobile devices and interactive media, among others, has not only reinvented the atmosphere of the workplace but also changed the manner in

which individuals carry out their daily activities (Nwosu, 2017). Agim, Ochui, and Atah (2020) asserted that all these devices play a vital role in business education content delivery in tertiary institutions, from human effort to machine effort in the teaching and learning process in educational institutions in general and business education in particular. Learning is crucial because it requires teaching in order to occur. Teaching is communication in and of itself. Aina (2019) opined that any instruction that does not cause a change in the way that learners behave is not actually teaching. Therefore, all lesson plans should combine theoretical rigor with "hands-on" practical application. This makes it simpler for teachers and students to use ICT to teach and learn about business education curriculum content, especially in the 21st century digital classroom (Otum and Atah, 2021).

Novel ideas and concepts are emerging as a result of information and communication technology, which is also having an impact on the education sector in addition to industries and enterprises. Through the use of electronic media, electronic platforms, and the internet, among other things, ICT has made education simpler. Ezeabi and Obeyi in Ibelegbu (2013) assert that the global development and use of arithmetic and computers in the educational system have aided in streamlining instruction and learning in classrooms, thereby fostering the economy and national stability. Through ICT, the entire world has evolved into a global village. New trends in business education, teaching and learning, and information and communication technologies are a fluid field shift affecting every nation, one that is felt more keenly in poorer nations. To accomplish the desperately needed growth that will allow for increased technological, social, and fiscal growth in the developing world, ICT must continue to be applied in all spheres of educational activities (Ukah and Atah, 2022). Any country cannot disregard ICT, advancement, and technological advances in education because of the significant role they play in the delivery process, especially at the university level and in the world at large (Bessong and Atah, 2021).

Globally, any operations that combine computers, communication tools, and human labor are referred to as technological advancement. Ogonu (2019) claims that almost all office tasks can be automated, improving the jobs of many employees in offices. The traditional approach to teaching and learning has changed with the introduction of the technological revolution that gave rise to new technology (ICT) in education because its main goal is to completely change traditional techniques and methods used in curriculum delivery rather than to obliterate, extinguish, or eliminate instruction contents (Nwana, 2012). Three main factors are influencing education in the twenty-first century: globalization, which heightens interconnectedness and rivalry on a worldwide scale; technological advancements, which promote more active teaching and learning and offer constant access to information and people; and fresh studies on the learning process (Atah, 2019).

Bessong, Atah, and Ititim (2019) asserted that business education lecturers worldwide, including in Nigeria, have faced numerous issues as a result of advances in 1CT in curriculum content delivery. Despite the significant advantages new instructional technologies have for the teaching and learning of business school curriculum content, many universities do not give them the importance and attention they need. According to Osita's (2017) study, few universities and colleges have computer labs, computer systems, internet access, contemporary teaching aids, scanning devices, media computers, electricity, projectors, or any cybercafés on campus, mainly for content delivery. Nnajiofor and Ejikeme (2020) emphasize that the world is moving away from the traditional way of teaching, and the university environment must be ready to subscribe to the new way of doing things, especially in teaching and learning. It is challenging for business education lecturers to instruct and prepare students for the use of ICT in both the present and future workplaces due to the unavailability of these facilities. In

a study on electronic infrastructure-based programs and the sustainable development of business education programs in the 21st century conducted by Akeke, Atah, Undier, Ngozi, Okio, Kolo, and Eleng (2023), it was found that these programs were underutilized and that strategies to increase their use are necessary for Nigerian university business education programs to remain viable.

Statement of problem

It has become vital that information and communication technology (ICT) be used by business education lecturers in their classrooms to facilitate learning as a result of the incorporation of new technologies into the curriculum content. Researchers observe that the majority of business education lecturers in Ebonyi State struggle to use ICT tools to teach business education content. Before the advent of contemporary teaching and learning tools, the majority of the current business education curriculum was trained theoretically and practiced in a university setting for many years. There were no ICT resources available to these lecturers. This implies that due to technical advancements in ICT teaching and learning as well as the workplace, where graduates may find themselves, university educational training may not be relevant to current standards. Studying is embedded in the bedrock of the analysis of ICT in the teaching and learning of business education content in Ebonyi, Nigeria.

Purpose of the Study

The study's overarching goal is to evaluate the use of ICT in teaching and learning of business education content in Ebonyi, State. The purpose of the examination was to quantity:

1. Availability of ICT facilities in the teaching and learning business education content
2. utilizing ICT facilities in teaching and learning of business education content
3. Constraints prevent against the ICT is used in business education teaching and learning.
   content

Research questions

Two research questions gave direction for the study, which are:

1. What are the ICT facilities available for the teaching and learning business's educational content?
2. To what extent does ICT tools utilize among university lecturers in tie delivery of content?
3. What constraints prevent the utilization of information and communication technology in the teaching and learning of business education content?

Research hypothesis

The following research hypothesis were developed and tested at 0.05 level of significant:

1. There is no significant difference in the mean responses of university lecturers on the availability of ICT facilities in the teaching and learning of business education content based on institutional type,
2. The mean responds of male and female 2 respondents on the level of ICT facility utilization in the teaching and learning of business education material show no statistically significant difference.
3. There is no significant difference in the mean responses on constraints preventing the utilization of lCT facilities in the teaching and learning of business education contents. Based on institution type

Methodology

In this study, 26 participants participated in a survey research method, including 14 male and 9 female business education teachers from two universities in Ebonyi State, Abakaliki. The population was looked into in its entirety because it was tiny enough to allow for such an inquiry. The census method was therefore used to choose the respondents. These academic institutions included Ebonyi State University and Alex Ekwueme University. To direct the investigation, the researchers created a 26-item checklist. The study's instrument was a

four-point rating scale questionnaire titled "Analysis of Information and Communication Technology (ICT) in the Teaching and Learning of Business Education Content (AICTTLBEC)." The items assessing the availability of ICT facilities were stated as Available (A) and Not Available (NA), while Highly Utilized (HU), Utilized (U), Lowly Utilized (LU), and Not Utilized (NU) with items assessing the utilization of ICT and items assessing the constraints of utilization of ICT were thus strongly agreed (SA) and agreed (A), Disagreed (D), and strongly disagreed (SD). The tool was experimentally tested at the University of Calabar with ten business education lecturers who were not students, and the pilot test produced an overall coefficient of 0.93. Proving that the tool was trustworthy for the research job. The 23 respondents were given the questionnaire, and all 23 copies were duly returned. The research question was answered using the mean and standard deviation, and the research hypothesis was tested using an independent t-test at the 0.05 level of significance. The cutoff threshold for the decision rules was 2.50, which was seen as extensively utilized; anything below 2.50 was regarded as not utilized. The null hypothesis was accepted for the hypotheses if the estimated t-value exceeded the t-crit. at the 0.05 level of significance; otherwise, it was rejected. The significance level for testing the hypotheses was set at 0.05.

Results of the Findings

Research question 1

What are the ICT facilities available for the delivery of business education content?

Table 1: Mean rating of responses of ICT facilities available for the teaching and learning of business education content

S/N	Items on Availability of ICT Facilities	N	Mean	SD	Remarks
1	Smartphone devices	23	2.82	1.07	Available
2	Computer laboratory	23	3.17	.93	Available
3	ipad tables	23	2.56	.94	Available
4	Laptop computer	23	2.65	1.07	Available
5	Smart television	23	1.69	.63	Not Available
6	Solar power	23	1.56	.84	Not Available
7	E-learning Centre	23	1.73	.61	Not Available
8	ICT classroom	23	1.60	.78	Not Available
9	E-library	23	1.78	.90	Not Available
	Grand Mean	**23**	**2.17**	**0.86**	**Not Available**

Table 1's results showed that items 1–4 had a mean rating between 2.56 and 3.17, which was within the range of ICT facilities being available, and items 5–9 had a mean score between 1.56 and 1.78, which was within the range of not being available. The overall average of 2.17 also lies in the range of not available. Therefore, university lecturers in higher institutions, especially in Ebonyi State Abakaliki, expressed their opinion that there are no ICT facilities available to enable them to carry out their mandated duties of teaching and learning electronically. The SD values, which varied from 0.63 to 1.07, did not reveal any differences in the opinions of respondents on items one through ten.

Research question 2

To what extent does ICT tools used among university lecturers in the delivery of business education course content?

Table 2: Mean rating of responses on ICT facilities utilization among university lecturers in the teaching and learning of business education content

S/N	Items on Utilization of ICT Facilities	N	Mean	SD	Remarks
10	Online lecture presentation	23	2.78	.90	U
11	Capacity to manage an online blog with students	23	2.91	.99	U
12	Capacity to use online applications in teaching and learning	23	3.13	.91	U
13	Online assessment of students' assignment administration	23	1.56	.58	U
14	Online assessment of students' test administration	23	1.73	.81	NU
15	Online assessment of students' exams administration	23	1.30	.47	NU
16	Online content creation with students	23	1.52	.73	NU
17	Capacity engage students in online class discussion	23	2.43	1.03	NU
18	Capacity to use e-resources	23	1.43	.78	NU
	Grand Mean	**23**	**2.09**	**0.81**	**NU**

According to the results in Table 2, items 10–12 had a mean score between 2.78 and 3.13 and fell within the range of ICT facilities used, whereas items 13–18 had a mean score between 1.4 and 2.43 and fell within the range of ICT facilities and tools used in the delivery of the curriculum content of business education in universities in Ebonyi State. The respondents' opinions that ICT facilities are not used in the study region are implied by the grand mean of 2.09, which is 2.09. The standard deviation of 0.58 to 0.03, with a wide spread, did not reveal any differences in the respondents' views on items one through ten.

Research question 3

What constraints preventing the used of ICT in the teaching and learning of business education content?

Table 3: Mean rating of the constraints preventing the used of ICT in the teaching and learning of business education content

S/No.	Items on of ICT Facilities Constraint	N	Mean	SD	Remarks
19	Lack of ICT skills	23	2.56	1.23	Constraint
20	Lack of ICT facilities	23	2.52	1.08	Constraint
21	Lack of skilled man power	23	3.21	1.04	Constraint
22	Lack of training expertise in ICT	23	3.60	.83	Constraint
23	Lack of genuine software	23	3.26	.81	Constraint
24	Lack of sufficient training	23	3.08	1.08	Constraint
25	Lack of solar power supply	23	3.13	.91	Constraint
26	Lack of sufficient training	23	1.43	.72	Not Constraint
	Grand Mean	23	**2.53**	**0.86**	**Constraint**

Table 3's findings reveal that participants' ICT use was a constraint to the teaching and learning of business education curriculum content in Ebonyi State, Nigeria, with mean scores for items 19 to 25 ranging from 2.52 to 3.26. ICT is a constraint in the course delivery of curriculum content, as evidenced by item 26's mean score of 1.43. Fortunately, the overall mean of 2.53 is within the ICT usage restriction in the teaching and learning of business education curriculum content in Nigerian universities, particularly in Ebonyi State and Abakaliki. Based on this finding, the respondents expressed the opinion that lecturers in business education believe that the teaching and learning of business education content is constrained and requires immediate attention, removing the obstacle and enabling the efficient use of ICT resources in the research area's teaching and learning processes. The deviation from the mean ranged from 0.72 to 1.23, demonstrating the consistency of the respondents' responses to items 19 through 26.

Hypothesis 1
Based on institutional type, there are no appreciable differences in the median replies of university lecturers about the accessibility of ICT resources in the teaching and learning of business education material.

Table 4: Independent t-test result on respondents' decision on the availability of ICT facilities in the teaching and learning of business education content based on institutional type

Items	Respondents'' category	N	Mean	SD	t-cal	df	Alpha	t-cri.	Decision
	Public	9	2.4444	.72648	-1.398	21		.214	
1	Institution						0.05		NS
	State Institutions	14	3.0714	1.20667					
	Public	9	2.6667	1.22474	-2.270	21		.001	
2	Institution						0.05		NS
	State Institutions	14	3.5000	.51887					
	Public	9	3.2222	.66667	3.178	21		.599	
3	Institution						0.05		NS
	State Institutions	14	2.1429	.86444					
	Public	9	3.0000	1.11803	1.266	21		.891	
4	Institution						0.05		NS
	State Institutions	14	2.4286	1.01635					
	Public	9	1.4444	.72648	-1.571	21		.170	
5	Institution						0.05		NS
	State Institutions	14	1.8571	.53452					
	Public	9	1.2222	.66667	-1.620	21		.242	
6	Institution						0.05		NS
	State Institutions	14	1.7857	.89258					
	Public	9	1.7778	.44096	.235	21		.061	
7	Institution						0.05		NS
	State Institutions	14	1.7143	.72627					
	Public	9	1.4444	.72648	-.800	21		.923	
8	Institution						0.05		NS
	State Institutions	14	1.7143	.82542					
	Public	9	1.8889	.60093	.445	21		.103	
9	Institution						0.05		NS
	State Institutions	14	1.7143	1.069					
	Public Institution	**9**	**19.1111**	**6.89745**	**-0.281**	**21**	**0.05**	**0.356**	**NS**
	State Institutions	**14**	**19.9285**	**7.65417**					

The outcome in Table 4 demonstrates that, at 0.05 levels of significance and 21 degrees of freedom, the independent t-test t-cal value of -0.281 is smaller than the t-cri of 0.356. In light of this, it is acceptable to accept the null hypothesis that there is no discernible difference between the means of university lecturers' responses to the question of whether or not ICT facilities are available in the teaching and learning process, depending on the type of institution. This is due to the fact that ICT facilities are required by both business education lecturers at state universities and federal postsecondary institutions for the delivery of business education course content.

business education content, there is no discernible difference between the mean responses of male and female respondents.

Hypothesis 2

Regarding the degree of ICT facility utilization in the teaching and learning of business education content, there is no discernible difference between the mean responses of male and female respondents.

Table 5: Independent t-test result on respondents' decision on the extent of ICT utilization in teaching of business education content

Items	Respondents' category	N	Mean	Std. Dev	df	t-cal	Alpha	t-cri.	Decision
10	Male Lecturers	14	2.9286	1.07161	21	0.966	0.05	0.16	NS
	Female Lecturers	9	2.5556	0.52705					
11	Male Lecturers	14	2.9286	1.14114	21	0.091	0.05	0.135	NS
	Female Lecturers	9	2.8889	0.78174					
12	Male Lecturers	14	3.0714	0.61573	21	-0.376	0.05	0.014	NS
	Female Lecturers	9	3.2222	1.30171					
13	Male Lecturers	14	1.4286	0.51355	21	-1.417	0.05	0.782	NS
	Female Lecturers	9	1.7778	0.66667					
14	Male Lecturers	14	1.9286	0.91687	21	1.432	0.05	0.416	NS
	Female Lecturers	9	1.4444	0.52705					
15	Male Lecturers	14	1.1429	0.36314	21	-2.231	0.05	0.01	NS
	Female Lecturers	9	1.5556	0.52705					
16	Male Lecturers	14	1.2857	0.46881	21	-2.072	0.05	0.348	NS
	Female Lecturers	9	1.8889	0.92796					
17	Male Lecturers	14	2.357J	1.00821	21	-0.44	0.05	0.653	NS
	Female Lecturers	9	2.5556	1.13039					
18	Male Lecturers	14	1.5	0.65044	21	0.487	0.05	0.926	NS
	Female Lecturers	9	1.3333	1					
	Male Lecturers	**14**	**18.5714**	**6.7495**	**21**	**-0.395**	**0.05**	**0.382**	**NS**
	Female Lecturers	**9**	**19.2222**	**7.3896**					

Table 5's analyzed data demonstrate that, at 0.05 levels of significance and 21 degrees of freedom, t-cal. of -395 is smaller than t-cri. of 0.82. The null hypothesis, which claimed that there was no significant difference between mean replies from male and female respondents on the use of ICT facilities in course delivery, was therefore accepted. For the development of business education graduates' employability, both male and female respondents in federal tertiary institutions and state universities are expected to use ICT usage in curriculum content delivery.

Hypothesis 3

There is no significant difference in the mean responses on constraints preventing the utilization of ICT facilities in the teaching and learning of business education contents. Based on institution type

Table 6: Independent t-test result on the respondents' decision on constraints preventing the used of ICT tools for content delivery.

Items	Respondents' category	N	Mean	Std. Dev	df	t-cal	Alpha	P-val.	Decision
19	Public Institution	9	2.3333	1	21	-0.713	0.05	0.016	NS
	State Institutions	14	2.7143	1.38278					
20	Public Institution	9	1.7778	0.66667	21	-3.129	0.05	0.466	NS
	State Institutions	14	3	1.03775					
21	Public Institution	9	3.2222	0.44096	21	0.017	0.05	0.001	NS
	State Institutions	14	3.2143	1.3114					
22	Public Institution	9	3.7778	0.44096	21	0.768	0.05	0.054	NS
	State Institutions	14	3.5	1.01905					
23	Public Institution	9	3.5556	0.52705	21	1.432	0.05	0.416	NS
	State Institutions	14	3.0714	0.91687					
24	Public Institution	9	3.2222	0.97183	21	0.471	0.05	0.597	NS
	State Institutions	14	3	1.1767					
25	Public Institution	9	3	0.5	21	-0.536	0.05	0.01	NS
	State Institutions	14	3.2143	1.12171					
26	Public Institution	9	1.3333	0.5	21	-0.527	0.05	0.296	NS
	State Institutions	14	1.5	0.85485					
	Public Institution	**9**	**22.2222**	**5.04746**	**21**	**-0.246**	**0.05**	**0.206**	**NS**
	State Institutions	**14**	**23.2142**	**8.82112**					

Table 6's analyzed data demonstrate that, at 0.05 levels of significance and 21 degrees of freedom, t-cal. Of -0.246 is less than t-cri. of 0.206. The obstacles impeding the use of ICT facilities in the delivery of the respondent's curriculum content were therefore not significantly different, according to the null hypothesis. It was denied based on the type of institution. This is due to the fact that business education lecturers at state universities and federal tertiary institutions both require ICT resources for business education curriculum teaching and learning content and are hampered by a lack of ICT facilities and a lack of maintenance practices for those that are already in place.

Discussion of results

Table 1's results showed that Items 1-4 had a mean rating between 2.56 and 3.17, which came within the range of ICT facilities being available, and Items 5–9 had a mean score between 1.56 and 1.78, which fell within the range of not being available. Additionally, the overall mean of 2.17 is within the range of unavailable. Therefore, university lecturers in universities, particularly in Ebonyi, expressed their opinion that there are no ICT facilities available to enable them to fulfill their mandated duties of both education and learning material for the business education curriculum for the benefit of online use of ICT tools. The survey found that there were no ICT facilities, including smartphones, computer labs, iPad tablets, laptop computers, and smart TVs. solar power, an e-learning center, an ICT classroom, an e-library, or online resources. The findings of the study are consistent with those of Aina (2019), Nnaijofor, and Ejikeme (2020), who noted that many business education programs within the university system lack sufficient ICT facilities for engaging in the teaching and learning process, particularly in the contemporary era of digital learning. The results of this study nonetheless concur with those of Ugochukwu and Osita (2017), who discovered that business education professors continue to rely on conventional ways of information delivery, which renders the teaching and learning process dull. According to Akeke, Atah, Undie, Ngozi, Okio, Kolo, and Eleng (2023), teaching, learning, and research are all dependent on the use of

information and communication in today's society, and university lecturers are anticipated to seize these opportunities and benefit from their positive effects.

According to the results in Table 2, items 10–12 had a mean score between 2.78 and 3.13 and collapsed across the range of ICT facilities used, whereas items 13–18 had a mean score between 1.4 and 2.43 and fell underneath the range of ICT tools not used in the teaching and learning of business education curriculum content in universities in Ebonyi State. According to the grand mean of 2.09, the respondents believe that ICT facilities are not used in the research domain. Internet-based lecture presentation, ability to run a student-run web blog, ability to use internet tools for studying and teaching, Assessment of student performance on online tests, assessments of student performance on online exams, and assessment of student performance on online assignments, creating online content with pupils, Business education professors failed to take advantage of e-resources or the ability to have online discussions with students when imparting knowledge from the course content of business education. This research is in line with the findings of Akeke, Atah, Undie, Ngozi, Okio, Kolo, and Eleng (2023), who found that programs based on electronic infrastructure were underutilized and that strategies to increase their use are required for the sustainability of business education programs. The results are in line with those of Aina (2019) and Nnaijofor and Ejikeme (2020), who noted that many lecturers in the university system who teach business education lack the necessary instructional technological abilities to use modern technology for the instruction and comprehension of business education curriculum content in the digital world. In contrast, Atah, Nwosu, and Bessong (2022) disagree with Aina's assertion that business educators underuse new technologies, which may result in underuse of ICT resources.

Table 3's findings reveal that respondents' usage of ICT in business education was a hindrance to its teaching and learning curriculum content, with mean scores for items 19 to 25 ranging from 2.52 to 3.26. ICT is not a constraint in the teaching and learning of curriculum content, as evidenced by item 26's mean score of 1.43. Thankfully, the grand mean of 2.53 is within the ICT usage constraint in the teaching and learning of business education curriculum content in Nigerian educational institutions, notably in Ebonyi State and Abakaliki. According to the respondents, there are a number of ICT-related deficiencies, including a lack of ICT facilities, competent labor, ICT training knowledge, real software, sufficient training, a lack of solar power supply, a lack of interest in ICT usage, and online course presentations. According to the respondents, business education lecturers in Ebonyi State, Nigeria, believe that the teaching *and* learning of business education content is constrained and requires immediate attention in order to remove the barrier and enable effective use of ICT resources for the learning and teaching process.

The results are in alignment with those of Atah (2019), whose research showed that school materials for business education are below the minimum academic standards required for the program. This could have negative effects on the use of ICT tools for teaching and learning about business education curriculum content. According to Agim, Ochui, and Atah's (2020) study, any institution must address the inadequacy of new technologies for the delivery of business education content, and management must set up adequate ICT facilities for business education programs to be taught and learned. The findings are in consonance with the findings of Bessong, Atah, and Ititim (2019), who concurred in saying that the availability of ICT facilities in tertiary institutions had a significant impact and should be taken into account by the stakeholder. Otum and Atah (2021) contend that for business education in Nigerian institutions to have an impact on their generation, more is required than just ICT infrastructure. They state that in order to improve graduates' acquisition of skills and competencies, business education teachers ought to be allowed to participate in management cooperation. The results,

however, are in concurrence with those of Ogonu (2019), who found that the management of the educational system must provide epileptic electric power supplies to guarantee ICT use in Nigerian tertiary institutions. These supplies have a negative impact on the use of ICT facilities in the dissemination of business education content in Nigerian universities. Nevertheless, Bessong and Atah's findings from 2021 disagreed with this conclusion, arguing that university administration should set up a platform for business education to receive ICT training for the efficient use of ICT facilities. Business education lecturers are required to integrate or migrate from the analog to the digital age to meet the current needs of society for use in classroom instruction.

Conclusion

The study conclusions showed that there are no ICT resources available for the purpose of teaching business education curriculum content. In addition, the study showed that business education lecturers do not make use of ICT resources for these activities. Once more, the results showed that ICT resources restricted how business education curriculum content was taught and learned in university lectures. Because ICT makes the learning process dull, it is crucial to encourage its use in the teaching and learning of business education curriculum content. Given this, impoverished countries—including Nigeria—should make virtual learning a priority in all of their educational initiatives, despite the difficulties in this area. This is due to the fact that without valuing education, no country can advance.

Recommendation

The following recommendation were made:

1. The university management should provide ICT facilities to enhance the teaching and learning of business education course content.
2. Business education lecturers should improve themselves with ICT skills to maximize the use of ICT facilities.
3. Business educators in positions of obligation should guarantee that power is accessible to ensure the effective delivery of programs.
4. Information and communication technology should indeed be highly interwoven into the education curriculum so that lecturers and students can benefit.

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