# EXTENT OF ICT UTILIZATION AND AVAILABLE RESOURCES FOR TEACHING BUSINESS EDUCATION COURSES IN TERTIARY INSTITUTIONS IN OYO STATE, NIGERIA

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## Abstract

*This study examined the extent of availability and utilization of information and communication technology (ICT) resources for teaching business education courses in Oyo state tertiary institutions. Specifically, the study investigated the extent of ICT usage in teaching and learning, assessed how ICT resources are utilized, and examined gender-based differences in students' perceptions. A descriptive survey research design was adopted. The population comprised all Business Education students in three government-owned tertiary institutions in Oyo State: Emmanuel Alayande University of Education, Oyo; Federal College of Education (Special), Oyo; and Oyo State College of Education, Lanlate. A sample of 150 Business Education students (50 from each institution) was purposively selected. Data were collected using a structured questionnaire titled "Questionnaire on ICT in Business Education" (QIBE) with a reliability coefficient of 0.88 obtained through test-retest method. Frequency counts, percentages, mean, and standard deviation were used to answer research questions, while independent samples t-test was employed to test hypotheses at 0.05 significance level. The findings revealed low extent of ICT utilization in teaching and learning Business Education courses (grand mean = 2.31). Furthermore, ICT resources were poorly utilized in instructional delivery (grand mean = 2.19), with all items rated below the acceptable mean of 2.50. The study also found no significant difference in the mean responses of male and female students on the role of ICT (t-cal = 1.42, p > 0.05) and on ICT resource utilization (t-cal = 1.18, p > 0.05). The study recommended that government and institutional management should prioritize the provision of functional ICT facilities, ensure stable internet connectivity, organize regular ICT training workshops for both lecturers and students, and enforce ICT integration in curriculum delivery.*

**Key Words:** ICT utilization, Business Education, tertiary institutions, available resources, Oyo State

## Introduction

In the 21st century, technology has become the knowledge transfer highway in most countries, transforming societies and changing the way people think, work, and live (Chakraborty et al., 2018). Educational institutions, which are expected to prepare students to live in a knowledge society, must consider the integration of Information and Communication Technology (ICT) into their curriculum. Integration of ICT in education refers to the use of computer-based communication incorporated into daily classroom instructional processes (Shahid et al., 2019). Teachers are seen as key players in using ICT in their daily classrooms due to its capability to provide a dynamic and proactive teaching-learning environment. The process of ICT adoption is not a single step but an ongoing and continuous process that fully supports teaching and learning through information resources. ICT integration in education generally means technology-based teaching and learning processes that closely relate to the utilization of learning technologies in schools (Villena & Caballes, 2020). Because students are familiar with technology and learn better within technology-based environments, the issue of ICT integration in schools, specifically in classrooms, is vital. The use of technology in education contributes significantly to pedagogical aspects, leading to effective learning with support from ICT elements and components.

Business Education is the foundation upon which students build awareness and understanding of business concepts. Business Education fosters the acquisition of general knowledge and understanding of business essential for all persons regardless of age, occupation, profession, social or economic status (David & Abiola, 2022). At the tertiary level, Business Education is sometimes considered synonymous with education in the broad areas of business administration, with the objective of preparing students for professional careers in management and administration of business enterprises. Achieving these objectives in the digital age requires adequate knowledge, skills, and competencies in ICT. The impact of ICT in Business Education has been profound, reshaping traditional learning approaches and empowering both business educators and learners with innovative tools and resources (Lisedunetwork, 2023). Through seamless integration of computers, the internet, mobile devices, and other digital technologies, ICT has opened boundless opportunities to enhance the teaching and learning of Business Education. This transformative shift has fostered personalized learning, improved accessibility, encouraged collaboration, and ignited enthusiasm for Business education, propelling students and educators alike into an era of limitless possibilities. Information and communication technologies in business

education prepare students for a variety of careers in technical business offices. According to Oluwalola (2021), ICT tools such as multimedia presentations, online databases, and educational software improve the quality of instruction and facilitate interactive learning experiences. Business educators utilize tools like PowerPoint presentations to make lessons more engaging and to present complex information clearly (Jim, Atu, & Olaniyi, 2024). This is consistent with the findings of Thaanyane & Jita (2024), who emphasize that ICT applications, including e-learning platforms and virtual classrooms, support a more dynamic and flexible learning environment. Furthermore, the use of ICT in Business Education helps in developing students' digital literacy, a crucial skill in the modern workforce. According to Elogbo & Ettah (2024), integrating ICT into the curriculum allows students to acquire technical skills essential for their future careers. Okoli & Okudare (2024) also note that ICT tools enable students to access a wide range of learning resources beyond traditional textbooks, enhancing their research capabilities and broadening their knowledge base.

Despite these benefits, studies carried out by Okolocha & Nwadiani (2015) and Jones (2018) established that ICT usage in this dispensation is not encouraging and that business educators are posed with diverse challenges, chief among others being irregular power supply. Ezenwafor & Soneye (2018) reported unavailability of ICT resources and poor accessibility by lecturers. It is also observed that Business Education departments in some Colleges of Education and Universities are ill-equipped, most especially the computer studios, which results in continuous use of non-digital methods of teaching. National Information Technology Development Agency (NITDA) specified three cogent ways of using ICT for educating students: Computer-Assisted Learning (CAL), Computer-Assisted Research (CAR), and Distance Learning (DL). Despite the inclusion of ICT into Business Education programmes for some years, it seems students are not getting the right skills to meet challenges in the labour market. This shows that the main goal of introducing ICT into the curriculum has not been adequately achieved. Based on the forgoing, this research seeks to access the extent of availabilty and utilization of information and communication technology (ICT) resources for teaching business education courses in Oyo state tertiary institutions

## Statement of the Problem

Despite growing recognition of ICT's potential to enrich teaching and learning processes, teaching and learning in tertiary institutions in developing countries, including Nigeria, is often contended with poorly equipped computer labs, intermittent power and internet, and minimal professional development in digital pedagogy. As a result, teaching remains largely lecture-based, and graduates lack hands-on experience with the very technologies they will need in the workplace. Existing studies document these challenges in isolation, focusing either on infrastructure deficits or on user attitudes.

To the best knowledge of this researcher, none explores the perceptions of students on the extent of ICT utilization and how ICT resources are actually deployed in teaching and learning Business Education courses. This gap necessitates this research.

**Purpose of the Study**

The main purpose of this study was to examine the extent of ICT availability and utilization of resources for teaching Business Education courses in selected tertiary institutions in Oyo State, Nigeria. Specifically, the study sought to:

1. Examine the extent of ICT availability for teaching and learning of Business Education courses in selected tertiary institutions in Oyo State.
2. Assess how ICT resources are utilized in the teaching and learning of Business Education in selected tertiary institutions in Oyo State.

**Research Questions**

The following research questions guided the study:

1. To what extent is ICT available in teaching and learning of Business Education courses in selected tertiary institutions in Oyo State?
2. How are ICT resources utilized in the teaching and learning of Business Education in selected tertiary institutions in Oyo State.

**Research Hypotheses**

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

**$HO_1$:** There is no significant difference in the mean response of male and female students on the availability of Information and Communication Technology (ICT) for teaching and learning of business education courses in selected tertiary institutions in Oyo State.

**$HO_2$:** There is no significant difference in the mean response of male and female students on how ICT resources are utilized in the teaching and learning of Business Education in selected tertiary institutions in Oyo State.

**Methodology**

A descriptive survey research design was adopted for this study. This design was considered appropriate because it aimed at exploring opinions and practices among a given population at a particular point in time, enabling the administration of questionnaires to many respondents simultaneously. The target population comprised 768 Business Education students in government-owned tertiary institutions in Oyo State offering Business Education programmes. The choice of these students was predicated on the fact that they are currently pursuing degrees and certificates in the subject and are using ICT tools in their learning experiences. The institutions were: 1. Emmanuel Alayande University of Education, Oyo 2. Federal College of Education (Special), Oyo, 3. Oyo State College of Education, Lanlate

A multistage sampling technique was employed to select respondents for the study. In stage one, three tertiary institutions

in Oyo State offering Business Education were purposively included. In stage two, from each Business Education department, fifty (50) students were purposively selected, giving a total sample of 150 Business Education students. Data were gathered using a structured questionnaire titled "Questionnaire on ICT in Business Education" (QIBE). To ensure the instrument's content validity, the draft QIBE was validated by two experts in Business Education who reviewed each item for relevance, clarity, and alignment with research questions. Their feedback led to minor rewording and reordering of items. A pilot test was carried out among 30 Business Education students at Federal College of Education, Abeokuta, chosen because its characteristics closely resembled the main study institutions. Using test-retest method, Pearson's correlation coefficient yielded r = 0.88, exceeding the 0.70 threshold, indicating high reliability and stability. The researchers, assisted by trained research aides in each institution, personally administered 150 copies of the QIBE to sampled students over a four-week period. Follow-up visits ensured a high return rate, with all 150 copies retrieved and found usable. Returned questionnaires were coded and entered into SPSS version 25.0. Frequency counts and percentages were used to analyze respondents' agreement levels for each item. Mean and standard deviation were used to answer research questions while inferential statistics of independent samples t-test were used to test null hypotheses at 0.05 level of significance.

## Results

### Demographic Profile of Respondents

A total of 150 Business Education students participated in the study, representing 100% return rate. Table 1 presents the demographic characteristics.

**Table 1**: Distribution of Respondents by Gender and Institution

| Variable: | Category | Frequency | Percentage (%) |
|---|---|---|---|
| **Institution:** | EAUED, Oyo | 50 | 33.3 |
| | FCE (Special), Oyo | 50 | 33.3 |
| | OYSCED, Lanlate | 50 | 33.3 |
| | **Total** | **150** | **100.0** |
| **Gender** | Male | 85 | 56.7 |
| | Female | 65 | 43.3 |
| | **Total** | **150** | **100.0** |

**Source:** Field Survey, 2025

Table 1 reveals each institution contributed 50 students amounting to 33.3%. It also revealed that majority of respondents were male (56.7%) while females constituted 43.3%. This distribution indicates adequate representation across institutions and gender, allowing for meaningful comparative analysis between male and female perceptions on ICT availability and utilization in Business Education.

**Answer to Research Question 1**

**Research Question 1:** To what extent is ICT available for teaching and learning of Business Education courses in selected tertiary institutions in Oyo State?

**Table 2**: Frequency, Percentage, Mean, and Standard Deviation on Extent of ICT Availability

***(N = 150)***

| S/N Item | VHE | HE | LE | VLE | Mean | SD | Remark |
|---|---|---|---|---|---|---|---|
| 1. Teleconferencing machine | 8 (5.3) | 25 (16.7) | 62 (41.3) | 55 (36.7) | 2.10 | 0.85 | Low Extent |
| 2. Video Conferencing machine | 12 (8.0) | 39 (26.0) | 5 (38.7) | 41 (27.3) | 2.25 | 0.88 | Low Extent |
| 3. Teleprocessing machine | 5 (3.3) | 14 (9.3) | 46 (30.7) | 85 (56.7) | 1.90 | 0.82 | No Extent |
| 4. Multimedia projectors | 10 (6.7) | 44 (29.3) | 52 (34.7) | 44 (29.3) | 2.30 | 0.80 | Low Extent |
| 5. Computer laboratories | 60 (38.7) | 58 (40.0) | 22 (14.7) | 10 (6.7) | 3.25 | 0.90 | High Extent |
| 6. Internet | 8 (5.3) | 28 (18.7) | 48 (32.0) | 66 (44.0) | 2.05 | 0.95 | Low Extent |
| 7. Desktop computers | 32 (21.3) | 58 (38.7) | 35 (23.3) | 25 (16.7) | 2.85 | 0.88 | High Extent |
| 8. Laptop computers | 12 (8.0) | 28 (18.7) | 54 (36.0) | 56 (37.3) | 2.18 | 0.92 | Low Extent |
| 9. Functional printer | 6 | 22 | 48 | 74 | 1.95 | 0.86 | V Low Extent |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | (4.0) | (14.7) | (32.0) | (49.3) | | | |
| 10. Overhead Projector | 10 | 30 | 52 | 58 | 2.15 | 0.89 | Low Extent |
| | (6.7) | (20.0) | (34.7) | (38.7) | | | |
| 11. Spreadsheet software | 14 | 38 | 56 | 42 | 2.30 | 0.84 | V Low Extent |
| | (9.3) | (25.3) | (37.3) | (28.0) | | | |
| 12. Presentation software | 18 | 42 | 50 | 40 | 2.45 | 0.91 | Low Extent |
| | (12.0) | (28.0) | (33.3) | (26.7) | | | |
| 13. Functional photocopier | 5 | 18 | 42 | 85 | 1.82 | 0.79 | V Low Extent |
| | (3.3) | (12.0) | (28.0) | (56.7) | | | |
| 14. Accounting software | 8 | 24 | 48 | 70 | 2.00 | 0.87 | Low Extent |
| | (5.3) | (16.0) | (32.0) | (46.7) | | | |
| 15. Film Strip | 4 | 16 | 38 | 92 | 1.75 | 0.74 | V Low Extent |
| | (2.7) | (10.7) | (25.3) | (61.3) | | | |
| **Grand Mean** | | | | | **2.31** | | **Low Extent** |

**Decision Rule**:
**VHE** = Very High Extent (3.25 – 4.00), **HE** = High Extent (2.50 – 3.24),
**LE** = Low Extent (1.75 – 2.49), **VLE**= Very Low Extent (1.00 – 1.74)

Table 2 reveals that respondents rated the extent of ICT availability for teaching and learning Business Education courses low, with a grand mean of 2.31, which is below the acceptable mean of 2.50. Out of fifteen items, only two were rated "high extent": computer laboratories (mean = 3.25) and desktop computers (mean = 2.85), signifying their relative availability for teaching and learning of business education courses. The remaining thirteen items were rated below 2.50, indicating low to very low extent of availability. The lowest-rated items included film strip (mean = 1.75, with only 13.4% indicating availability), functional photocopier (mean = 1.82, with 15.3% agreement), teleprocessing machine (mean = 1.90, with only 12.6% indicating availability), and functional printer (mean = 1.95, with 18.7% agreement). Other critical ICT resources such as internet access (mean = 2.05), accounting software (mean = 2.00), and teleconferencing machines (mean = 2.10) were also rated low. This pattern of low ratings across multiple ICT resources implies that students have limited access to essential digital tools needed for effective learning in Business Education programmes.

**Answer to Research Question 2**

**Research Question 2:** How are ICT resources utilized in the teaching and learning of Business Education in selected tertiary institutions in Oyo State?

**Table 3**: Frequency, Percentage, Mean, and Standard Deviation on Utilization of ICT Resources *(**N** = 150)*

| S/N | Item | VHU | HU | RU | NU | Mean | SD | Remark |
|---|---|---|---|---|---|---|---|---|
| 1. | Lecturers use e-learning platforms during classes | 8 (5.3) | 24 (16.0) | 48 (32.0) | 70 (46.7) | 2.00 | 0.82 | Disagree |
| 2. | Students use online databases for business research | 10 (6.7) | 30 (20.0) | 52 (34.7) | 58 (38.7) | 2.15 | 0.84 | Disagree |
| 3. | ICT is used for simulations or practical demonstrations in business courses | 8 (5.3) | 27 (18.0) | 50 (33.3) | 65 (43.3) | 2.05 | 0.90 | Disagree |
| 4. | Students are given ICT-based assignments regularly. | 12 (8.0) | 34 (22.7) | 54 (36.0) | 50 (33.3) | 2.20 | 0.85 | Disagree |
| 5. | Computer-based tests are administered in business courses | 10 (6.7) | 27 (18.0) | 48 (32.0) | 65 (43.3) | 2.10 | 0.89 | Disagree |
| 6. | ICT is used to facilitate group projects and collaboration | 14 (9.3) | 36 (24.0) | 52 (34.7) | 48 (32.0) | 2.25 | 0.87 | Disagree |
| 7. | Lecturers use video conferencing for teaching | 6 (4.0) | 18 (12.0) | 44 (29.3) | 82 (54.7) | 1.85 | 0.78 | Disagree |
| 8. | Students use social media platform for academic discussions | 16 (10.7) | 40 (26.7) | 48 (32.0) | 46 (30.7) | 2.35 | 0.92 | Disagree |
| 9. | Lecturers share lecture notes online via email or platforms | 12 (8.0) | 32 (21.3) | 50 (33.3) | 56 (37.3) | 2.18 | 0.86 | Disagree |
| 10. | Students use reference management software for projects | 6 (4.0) | 20 (13.3) | 46 (30.7) | 78 (52.0) | 1.90 | 0.81 | Disagree |
| 11. | ICT tools are used for virtual | 10 | 28 | 52 | 60 | 2.12 | 0.88 | Disagree |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| group discussions | (6.7) | (18.7) | (34.7) | (40.0) | | | |
| 12. Students use online tutorials | 14 | 38 | 48 | 50 | 2.28 | 0.90 | Disagree |
| for business courses | (9.3) | (25.3) | (32.0) | (33.3) | | | |
| 13. Lecturers use ICT to provide | 8 | 26 | 50 | 66 | 2.04 | 0.83 | Disagree |
| feedback on students' work | (5.3) | (17.3) | (33.3) | (44.0) | | | |
| 14. Students use spreadsheet software | 15 | 40 | 48 | 47 | 2.32 | 0.91 | Disagree |
| for data analysis in projects | (10.0) | (26.7) | (32.0) | (31.3) | | | |
| Grand Mean | | | | | 2.19 | | Disagree |

**Decision Rule**:
**VHE** = Very Highly Utilized (3.25 – 4.00), **HU** = Highly Utilized (2.50 – 3.24),
**RU** = Rarely Utilization (1.75 – 2.49), **NU**= Not Utilized (1.00 – 1.74)

Table 3 reveals that respondents disagreed on all fourteen items regarding the utilization of ICT resources in teaching and learning Business Education courses. The grand mean of 2.19 is below the acceptable mean of 2.50, indicating poor utilization of available ICT resources across all measured dimensions. All items had mean scores below 2.50, ranging from 1.85 to 2.35. The lowest-rated items were: "lecturers use video conferencing for teaching" (mean = 1.85, with only 16.0% agreement), "students use reference management software for projects" (mean = 1.90, with 17.3% agreement), "lecturers use e-learning platforms during classes" (mean = 2.00, with 21.3% agreement), and "lecturers use ICT to provide feedback on students' work" (mean = 2.04, with 22.6% agreement). The relatively higher-rated items, though still below the acceptable mean, were: "students use social media platforms for academic discussions" (mean = 2.35, with 37.4% agreement), "students use spreadsheet software for data analysis in projects" (mean = 2.32, with 36.7% agreement), and "students use online tutorials for business courses" (mean = 2.28, with 34.6% agreement). This pattern indicates that while students occasionally engage with some ICT tools informally for personal academic purposes, structured and purposeful ICT integration by lecturers in instructional delivery is largely absent.

**Testing of Hypotheses**

**Hypothesis One ($HO_1$):** There is no significant difference in the mean responses of male and female students on the extent of availability of ICT resources in the teaching and learning of Business Education.

**Table 4**: Independent t-test result of mean difference between male and female students on the extent of availability of ICT resources in the teaching and learning of Business Education

| Gender | N | Mean | SD | df | t-cal | t-crit | p-value | Decision |
|---|---|---|---|---|---|---|---|---|
| Male | 85 | 2.47 | 0.62 | | | | | |
| | | | | 148 | 1.42 | 1.96 | 0.158 | $H_{01}$ Not Rejected |
| Female | 65 | 2.39 | 0.66 | | | | | |

**Source**: Field Survey, 2025

Table 4 shows that the calculated t-value (1.42) is less than the critical t-value (1.96) at 0.05 level of significance, and the observed p-value of 0.158 is greater than the fixed value of 0.05. Therefore, the null hypothesis is accepted. This implies that there is no statistically significant difference in the perception of male and female students regarding the extent of availability of ICT resources for teaching business education courses.

**Hypothesis Two ($HO_2$):** There is no significant difference in the mean response of male and female students on how ICT resources are utilized in the teaching and learning of Business Education.

**Table 5**: Independent t-test result of mean difference between male and female students on how ICT resources are utilized in the teaching and learning of Business Education

| Gender | N | Mean | SD | df | t-cal | t-crit | p-value | Decision |
|---|---|---|---|---|---|---|---|---|
| Male | 85 | 2.20 | 0.57 | | | | | |
| | | | | 148 | 1.18 | 1.96 | 0.241 | Accept $H_{02}$ |
| Female | 65 | 2.09 | 0.60 | | | | | |

**Source***:* Field Survey, 2025

Table 5 shows that the calculated t-value (1.18) is less than the critical t-value (1.96), and the observed p-value of 0.241 is greater than the fixed value of 0.05. Therefore, the null hypothesis is accepted. This implies that there is no significant difference in male and female students' responses concerning ICT resource utilization in the teaching and learning of Business Education.

**Discussion of Findings**

The result of the data analysis in research question one revealed that the extent of ICT availability for teaching and learning Business Education courses is generally low in tertiary institutions in Oyo State, with a grand mean of 2.31, which is below the acceptable mean of 2.50. This finding suggests that Business Education students in the studied institutions lack adequate access to essential ICT infrastructure needed for effective learning in the digital age. Further analysis revealed that only computer laboratories and desktop computers were rated as available to a high extent, while critical resources such as internet connectivity, functional printers, photocopiers, accounting software, and multimedia projectors were rated low or very low. This finding aligns with Dorathy (2024), who found that ICT integration in Anambra State tertiary institutions is limited by poor internet access and inadequate equipment. Ezenwafor & Soneye (2018) equally corroborated these findings by reporting poor access to digital resources in Nigerian tertiary institutions. The unavailability of these fundamental ICT resources inevitably constrains students' extent of utilization of ICT tools in their teaching and learning process, forcing both lecturers and students to rely heavily on traditional, non-digital methods of instruction.

The result of the data analysis on research question two revealed that ICT resources are poorly utilized in teaching and learning of business education courses in tertiary institutions in Oyo State, with a grand mean of 2.19 and all fourteen items rated below the acceptable mean of 2.50. This finding implies that even where ICT resources are available in the sampled institutions, lecturers do not adequately deploy them in the teaching and learning of business education courses. For instance, the lowest-rated item, "lecturers use video conferencing for teaching" (mean = 1.85, 16.0% agreement), indicates that despite the global shift toward online and blended learning accelerated by the COVID-19 pandemic, Business Education programmes in Oyo State remain largely traditional and classroom-bound. Similarly, the low ratings for items such as "use of e-learning platforms" (mean = 2.00) and "ICT for providing feedback" (mean = 2.04) suggest that ICT is not being leveraged to enhance instructional delivery, facilitate student engagement, or improve assessment practices. This finding supports the work of Okolocha & Nwadiani (2015), who concluded that many educators lack the competence or motivation to employ ICT tools for transformative teaching. The relatively higher ratings for informal ICT use such as social media for academic discussions (mean = 2.35) and online tutorials (mean = 2.28) suggest that students are taking personal initiative to supplement their learning, but structured, lecturer-facilitated ICT integration remains conspicuously absent.

Lastly, the finding of no significant gender differences in perceptions of ICT role and utilization (t-cal = 1.42 and 1.18, $p > 0.05$)

indicates that male and female Business Education students share similar experiences and challenges regarding ICT in their academic environment. This finding agrees with Umar (2018), who found similar patterns in ICT use perceptions across gender lines in Social Studies education. The absence of gender-based differences suggests that the challenges of ICT unavailability and poor utilization affect all students uniformly, regardless of gender. This finding is consistent with the UTAUT model (Venkatesh et al., 2003), which posits that while gender may moderate some relationships; direct perceptions of technology can be similar when access and exposure are comparable. In the context of this study, the uniformly low levels of ICT availability and utilization across both male and female respondents explain the absence of significant gender differences in their perceptions

## Conclusion

Based on the findings, it is concluded that ICT integration in Business Education across the studied institutions in Oyo State is at a minimal level (grand mean = 2.31). While students have access to computer laboratories and desktop computers to some extent, the actual utilization of ICT tools for teaching and learning remains significantly low. Key ICT resources including internet facilities, consistent power supply, printers, photocopiers, e-learning platforms, video conferencing tools, reference management software, and accounting software are either unavailable or grossly underutilized. The disconnect between available infrastructure and actual instructional use suggests that possession of facilities does not automatically translate into effective integration.

## Recommendations

Based on the findings of the study, the following recommendations are made:

1. Government and institutional management should prioritize the supply of up-to-date ICT facilities including computers, internet-enabled classrooms, multimedia projectors, printers, photocopiers, and functional e-learning platforms.
2. Institutions must ensure stable power supply and affordable internet access in all departments, computer laboratories, lecture halls, and student common areas. This may involve partnership with internet service providers, investment in campus-wide WiFi infrastructure, and subsidized data plans for students and lecturers.
3. Regular ICT training workshops and professional development programmes should be organized for Business Education lecturers to enhance their digital skills and confidence in using ICT tools for instructional delivery.
4. Business Education curricula should be reviewed to include mandatory ICT-based activities, assignments, and assessments. Institutions must enforce ICT usage in lesson planning, delivery, and student evaluation. Specific ICT competencies should be articulated as learning outcomes for each course.

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