



EXTENT OF UTILIZATION OF WORLD WIDE WEB AND E-MAIL IN INSTRUCTIONAL DELIVERY OF BUSINESS EDUCATION IN FEDERAL UNIVERSITIES IN SOUTH-SOUTH, NIGERIA

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Abstract

This study sought to assess the extent to which information and communication technology is utilized in instructional delivery of business education by lecturers in federal universities in south-south, Nigeria. In order to carry out this study objectively, two specific objectives, two research questions and two null hypotheses were formulated to guide the study. A descriptive survey design was adopted for the study. The population of the study comprised 814 business education students in Federal Universities in South-South, Nigeria. Purposive sampling was adopted in selecting the three federal universities for the study. Stratified random sampling technique was used in selecting a sample of 407 business education students. A questionnaire with 20 structured items designed by the researchers was used for data collection for this study. The questionnaire was validated by three research experts. Split-half reliability method was used in determining the reliability of the instrument and a correlation coefficient of 0.87 was obtained using the Cronbach's Alpha Reliability Coefficient. Mean was used in answering the research questions. T-test statistics was used in testing the null hypotheses at .05 level of significance. The findings of the study revealed that there is no significant difference between the mean ratings of male and female students on the extent of utilization of World Wide Web and e-mail in the teaching of business education by lecturers in federal universities in south-south, Nigeria. It was concluded that ICT resources utilization in teaching of business education programme in the universities facilitate knowledge acquisition and dissemination of information by students and teachers in various disciplines. It was recommended among others, that lecturers should be encouraged to use ICTs for instructional delivery of business education.

Keywords: Utilization, Information and Communication Technology, Business Education and Instructional Delivery.

Introduction

Utilization is the art of putting things or resources that are tangible or intangible to proper use. As applied in this research, it is the proportion of available time (expressed in percentage) that a piece of equipment or facility is operated in the teaching of business education.

Business education can be viewed as that aspect of education which equips students with marketable skills, knowledge and attitudes needed for initial employment and advancement in business and related occupations. It also enhances students work orientation and makes the transition from school to the world of work relatively easy. According to Oladipo (2006), business education has been a major contributor to helping individuals earn money and helping recipients learn how to use wisely the financial and other resources that are available to them. Okolocha and Ile (2008) saw business education as education for and about business which is aimed at preparing its student to acquire skills necessary for paid employment or be self-dependent as an entrepreneur and as well be intelligent consumers of goods and services.



Njoku (2006) and Etonyeaku (2009) maintained that business education has a formidable force and it is an education aimed at the acquisition and equipping individuals with appropriate skills, knowledge, abilities, attitudes, values and competencies that will enable them to be self-employed and self-reliant (entrepreneurship) with emphasis on ICT skills.

Information and Communication Technology is the systematic application of computers and other technologies to acquire, organize, process, store, retrieve and disseminate information to bring about effective exchange of information in communication. According to Dewatteville and Gilbert (2000) ICT means the acquisition, analysis, manipulation, storage and distribution of information; the design and provision of equipment and software for these purposes. Nwaiwu (2009) explained the term ICT to include electronic information processing technology such as computers and Internet; as well as fixed-line telecommunication, mobile phones and other wireless communication networks. Nworgu (2008) stated that ICT refers to a whole range of facilities or technologies involved in information processing and electronic communication to be handled with skills and expertise, for effective achievement and realization of its potentials in Education. According to Oyedele (2002), ICT refers to harnessing electronic technology for information processing needs of business organizations using the computer and telecommunication equipment for storage, processing and dissemination of information.

The following unique characteristics outlined by Anao (2002) relates to the teaching of business education; it is happening at extremely fast pace; It is impacting all corners of the globe; effects of the revolution are being experienced by all sectors of the society; There appears to be no natural rules or law hindering or governing the pace and direction of the revolution; The demand for ICT products is insatiable; and the generation that has grown up with information technology has developed intuitive means of absorbing and exploiting the capabilities that technology offers, sometimes to the bewilderment of the older generation.

According to Clarke (2008), researchers have discovered that the development of ICT will contribute to improved professional status of teachers, enhance capacity and offer opportunities for career development and advancement that build on recognition and reward for practice. It should also mean; access to a comprehensive range of advice, guidance and support for teachers of all subjects at all levels on how ICT can be used effectively in classroom practice to embed ICT in teaching and learning across the curriculum; opportunities to access wide range of resources that simplify the preparation and enrich the delivery of lessons; more sophisticated use of pupils' data, including the matching of individual learning styles and the setting and tracking of individual learning goals; revitalized professional networks, supporting communication and collaboration, include the sharing of resources and best practice within and between schools; support for work force modeling through the automation of routine administrative tasks and the availability of technical support. With the above advantages emanating from technological development, it has become imperative that efforts have to be made to ensure the acquisition of necessary ICT skills by teachers especially business education teachers for effective instruction.

The integration of information and communication technology in teaching is a central matter in ensuring quality of business education courses. There are two equally important reasons for integrating ICT into the teaching and learning of business education. Firstly, students would become familiar with the use of ICT, since all jobs in the society today are dependent on ICT compliance. Secondly, the teaching of business education courses utilizing ICT resources will improve the quality



of business education graduates thereby making them more effective and efficient (Etonyeaku, 2009). Since business education provides students with requisite skills which are needed to increase their productive power on any nation, the workforce is accordingly motivated to initiate independent productive ventures and carry out skilled works of divergent nature independently. The positive utilization of ICT therefore becomes imperative to business education students.

According to Aibieyi and Egbri (2010), ICT resources are new developments in science and technology and their utilization can equally stimulate relevance of the Nigerian educational sector in general. Mooji (2001) considered ICT as one part of educational technology that pays attention to the concepts, utilization and application in the educational process. This in turn requires rethinking and pedagogical re-engineering of classroom environment and its components. This to a large extent would provide opportunities for proactive learning processes that should be based on cooperative values. Remarkably on the above, Ngurukwem (2005) stated that there is a noticeable role of ICT in integrating and creating pool of educational media, sound, visual, textual and numeric data for effective teaching and learning of business education. These would be meaningful if they have pedagogical utility in a classroom setting to enhance curricula relevance and adoption.

With ICT resources utilization, teaching and learning can be carried out with or without physical or face to face contact as is hitherto the case in the traditional approach. ICT has tremendously and positively affected developments in all facets of human endeavor. Particularly in contemporary times, ICT resources utilization in teaching of business education programme in tertiary institutions will facilitate knowledge acquisition and dissemination by students within and between various disciplines. In this way, human input is reduced to the barest minimum, with better and more effective performance. Acquiring these skills will however enable them cope with and adapt to the challenges of the modern day educational system and world of work.

Ubulom, Enyekit, Onuekwa and Amachule (2011) in their study on Information and Communication Technology (ICT) accessibility and utilization in teaching of Business studies found that ICT facilities were not accessed by teachers in secondary schools in Anolga. It was also revealed that business studies teachers in these schools do not also have the skills of utilizing ICT for teaching of the subjects. Similarly, Onwuchekwa (2009) conducted a study on the utilization of ICT in teaching financial accounting by lecturers in tertiary institutions in Rivers State and found that none of the ICT resources was utilized largely by the lecturers in teaching financial accounting. The extent of utilization was either very little, little extent or not at all.

The World Wide Web (www) according to Akpan (2009) is a computer-based network of information resources that combine text and multimedia. The information on the World Wide Web can be accessed and searched through the Internet, a global computer network. The World Wide Web is often referred to as "the web". Recent technological advances have created the possibility for new ways of learning and teaching because as asserted by Clark (2008) the web has captured the imagination of more people than any other computer innovation. Taking full advantage of the potential of the web requires teachers to think about learning and teaching in new ways as well as master the technology itself.

According to Etonyeaku (2009), teachers that make use of the www in their teaching/learning processes are poised to do better compared to other teachers who do not consult the



The www can be used for passing out instructions to students; through video calls, conference calling and skypeing. Some lecturers usually use the www to download lecture materials and send it to their student.

According to Akpan (2009), the e-mail is an acronym for electronic mail. E-mail is a widely used Internet application that enables individuals or groups of individuals to quickly exchange messages, even if they are separated by long distances. A teacher may use e-mail to communicate with students by posting class work, homework and class related assignments to students. Teachers also use e-mail to send feedback to students and this practice can lead to increase teachers' performance in schools. Iding, Crossby and Spatel (2002) noted that the new technologies can reduce the amount of direct instruction given to students, giving teachers an opportunity to help those students with particular needs.

The use of e-mail is one of the efficient methods of communication. Even though it is an exclusively written and spoken discourse, it widens the opportunity for language learners and teachers to incorporate e-mail in language teaching and learning. Crystal (2002) stated that e-mail is the use of computer systems to transfer messages between users. Knowing how to use e-mail effectively is an essential skill in business today. It is already widely used in the corporate world and more people use it every day. E-mail is popular because it is quick, easy and cost effective.

E-mail has been used in a variety of instructional contexts. Obvious benefits of e-mail include efficiency, convenience, and cost. However, academic use of e-mail is often limited. Alexander, Zhao, and Underwood (2002) analyzed educators' e-mail messages and found only half of the messages contained course-related information and most were used only for coursework assignments instead of for more purposeful academic communications (encouragement of collaboration work, discussion of individual performance). They indicated that there should be more studies to identify teaching strategies in order to harness the potential advantages of e-mail for learning and instruction.

Anuradha and Usha (2006) in their study of accessing eBooks revealed that challenges that hinder the acceptance of eBooks include: high cost of hardware readers, users unwillingness to change, a general lack of awareness in eBooks, and particularly, in the academic setting, the fact that the number of printed books are more readily available than that of eBooks in libraries. Furthermore, the success of eBook relies heavily on the ease of the whole reading process. Lecturers therefore find it difficult to mail these eBooks to their respective students.

Statement of the Problem

In Nigeria educational system, business environment and the world of work have witnessed marked changes in their operations due to phenomenal growth of Information and Communication Technologies. Consequently, everyone needs to be developed in the area of the new technologies to fit into the present technology-driven society. In spite of strategic relevance of ICTs, most lecturers in Nigerian tertiary institution lack adequate pedagogical knowledge for effective utilization of ICT resources for teaching (Onasanya, Shehu, Oduware and Shettu, 2010). It is uninteresting and common to see Nigerian business education graduates enroll in roadside computer centres to acquire ICT skills which ought to have been mastered in their colleges of education and universities. There seems to be a



gap in the practical skills especially as regards the ICT resources utilization competencies in the present teaching of business education courses. ICT application in tertiary institutions falls below expectation (Bolaji, 2001). The non-availability of some ICT resources in schools hampers educators' utilization of ICT resources in teaching (Gambari and Okoli, 2007).

Several researchers have observed in their various studies that many Business Education lecturers and students are yet to fully utilize ICT for teaching and learning. It is based on the potentialities of ICT to enhance quality of teaching and learning that the government both State and Federal made effort in providing some of these ICT facilities, and offer in-service training, and workshops to equip lecturers with knowledge of ICT utilization in classroom, but these facilities are not utilized by most lecturers and students. It is against this background that the researcher decided to find out the extent of utilization of ICT in teaching of business education courses by lecturers in federal universities in South-South, Nigeria.

Purpose of the Study

The main purpose of the study was to determine the extent of utilization of Information and Communication Technology in teaching Business Education courses in federal universities in south-south Nigeria. The specific purposes of this study were to:

determine the extent of utilization of World Wide Web in teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria.

determine the extent of utilization of e-mail in teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria.

Research Questions

The following research questions guided the study.

What is the extent of utilization of World Wide Web in teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria?

What is the extent of utilization of e-mail in teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria?

Hypotheses

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

Ho₁ There is no significant difference between the mean ratings of male and female students on the extent of utilization of World Wide Web in teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria.

Ho₂ There is no significant difference between the mean ratings of male and female students on the extent of utilization of e-mail in teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria.

Method

The descriptive survey design was used to carry out this study. Survey is a generalized means of data collection through the use of interviews or questionnaire. Osuala (2004) opined that survey design answers questions pertaining to characteristics of people, their belief, opinions, attitudes and



behaviours. Survey research design was considered most appropriate for this study because it enabled the researcher to collect data on the opinion of the respondents. The study was carried out in south-south zone of Nigeria. This zone comprises six states and is strategically located at the point where the Y tail of the river Niger joins the Atlantic Ocean through the Gulf of Guinea. These states are Akwa-Ibom, Bayelsa, Cross River, Delta, Edo and Rivers States. The population for the study was 814 Business Education students comprising 350 males and 464 females from six federal universities in south-south Nigeria.(Business Education Unit; University of Benin, University of Calabar and University of Uyo, 2018). A sample size of 407 business education students was randomly selected for the study. This represents 50% of the population. According to Udoh (2015), a 50% selection is useful in sampling because it represent a fair characteristic of the population. The instrument for data collection was a structured questionnaire titled “Information and Communication Technology Utilization and Instructional Delivery of Business Education Questionnaire” (ICTUIDBEQ). The questionnaire contained 20 items. The response options of the questionnaire items were arranged under the rating scale of Very Great Extent (VGE), Great Extent (GE), Little Extent (LE) and Very Little Extent (VLE).

The instrument was face-validated by three research experts. Split-half method of reliability was used to ascertain the reliability of the instrument. The scores obtained were analyzed using Cronbach alpha. A reliability coefficient of 0.87 was obtained. Based on the 0.87 coefficient, the instrument was considered highly reliable for the study. 407 questionnaire were distributed and collected from the respondent. Mean was used to answer the research questions while the null hypotheses were tested using t-test. Statistical Package for Social Sciences (SPSS) was used to ensure accuracy of the analysis of the data collected for the study. Independent sample analysis was conducted on each item of the questionnaire using SPSS, to answer the research questions and to test the null hypotheses respectively. The extent of utilization of a particular ICT variable in federal universities in south- south, Nigeria was determined using real limit where mean of 2.50 was considered great extent of utilization and below 2.50 as little extent of utilization of the ICT resources. The p-values were used to reject or retain the null hypotheses. The null hypothesis was rejected if the p-value was less than .05. On the other hand, if the p-value was greater than .05, the null hypothesis was retained.

Data Analysis and Presentation of Results

This section presents the analysis of the data gathered for the purpose of answering research questions and testing the null hypotheses formulated for the study.

Research Question 1

What is the extent of utilization of World Wide Web in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria?

Table 1: Mean responses of respondents on the extent of utilization of World Wide Web in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria. N = 407

S/N	Utilization of World Wide	Mean	Decision
1.	Accounting	2.98	GE
2.	Business Mathematics	2.91	GE
3.	Business Statistics	2.82	GE
4.	Fundamentals of Data Processing	3.01	GE
5.			
6.	Business communication	2.86	GE
	Fundamentals of Business Education	2.69	GE
7.	Entrepreneurship Education	2.98	GE
8.	Methods of Teaching Business Education	2.86	GE
9.	Principles of Marketing	2.97	GE
10	Principles of Management	2.89	GE
Cluster Mean		2.90	GE

Table 1 shows that the mean score of students ranged between 2.69 to 3.01 with a cluster mean of 2.90. These results shows that there is a great extent of utilization of World Wide Web by lecturers in the teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria.

Research Question 2

What is the extent of utilization of e-mail in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria?

Table 2: Mean responses of respondents on the extent of utilization of e-mail in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria N= 407

S/N	Utilization of Utilization of E-mail	Mean	Decision
11.	Compose assignments	2.84	GE
12.	Send assignments	2.97	GE
13.	Send attachments for assignments	2.83	GE
14.	Send instructions on the assignments	3.02	GE
15.	Chat with students on the assignments	2.93	GE
16.	Receive feedback on assignments	2.77	GE
17.	Mark assignments	3.06	GE
18.	Send results on assignments	3.06	GE
19.	Receives feedback from students	2.87	GE
20.	Delete old mails	2.81	GE
Cluster Mean		2.92	GE

Table 2 shows that the mean score of students ranged between 2.77 to 3.06 with a cluster mean of 2.92. These results shows that there is a great extent of utilization of e-mail in the teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria.

Testing Null Hypotheses

Null Hypothesis 1

There is no significant difference in the mean ratings of male and female students on the extent of utilization of World Wide Web in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria.

Table 3: t-test analysis of the difference in the mean ratings of male and female students on the extent of utilization of World Wide Web in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria. N=407

S/N	Item	Gender	N	X	T	SD	Sig. p	Decision
1.	Accounting	Male	130	3.03	0.71	1.02	0.48	NS
		Female	277	2.96		1.03		
2.	Business Statistics	Male	130	2.92	1.53	0.83	0.3	NS
		Female	277	2.77		0.96		
3.	Business Maths	Male	130	2.98	1.09	1.03	0.1	NS
		Female	277	2.88		0.94		
4.	Data Processing	Male	130	2.86	1.24	0.98	0.22	NS
		Female	277	3.09		1.99		
5.	Business Comm	Male	130	2.92	0.85	0.97	0.4	NS
		Female	277	2.84		0.94		
6.	Fund. of Bus Edu.	Male	130	2.70	0.89	1.08	0.85	NS
		Female	277	2.68		1.06		
7.	Entrep. Edu.	Male	130	3.05	0.74	2.08	0.46	NS
		Female	277	2.94		0.96		
8.	Teaching Method	Male	130	2.87	0.83	0.87	0.93	NS
		Female	277	2.88		1		
9.	Principles of Marketing	Male	130	2.95	0.17	0.96	0.87	NS
		Female	277	2.97		0.97		
10.	Principles of Managt	Male	130	2.95	0.95	0.88	0.34	NS
		Female	277	2.86		0.96		

Not Significant at 0.5 alpha level, df 405

Table 3 gives summary of the difference in the mean ratings of male and female students on the extent of utilization of World Wide Web in teaching of business education courses by lecturers in South South Nigeria. The result indicates that all the items were not significant at $P > .05$ and $df 405$.

Since all the items have P-value higher than .05, the null hypothesis which stated that there is no significant difference in the mean ratings of male and female students on the extent of utilization of World Wide Web in teaching Business Education courses by lecturers is accepted. This implies that male and female students did not differ significantly on their ratings on the extent of utilization of World Wide Web in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria.

Null Hypothesis 2

There is no significant difference in the mean ratings of male and female students on the extent of utilization of e-mail in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria.

Table 4: t-test analysis of the difference in the mean ratings of male and female students on the extent of utilization of e-mail in teaching Business education by lecturers in federal universities in south-south, Nigeria
N=407

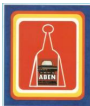
S/N	Item	Gender	N	X	T	SD	Sig. p	Decision
1.	Compose Assignment	Male	130	2.72	1.7	1.06	0.09	NS
		Female	277	2.9		0.99		
2.	Send Assignment	Male	130	2.98	0.17	0.94	0.87	NS
		Female	277	2.99		0.92		
3.	Send Attachment	Male	130	2.9	1.06	0.91	0.29	NS
		Female	277	2.79		0.96		
4.	Send Instructions	Male	130	2.97	0.46	0.89	0.65	NS
		Female	277	3.05		2.01		
5.	Chat with Student	Male	130	2.98	0.74	0.9	0.46	NS
		Female	277	2.91		0.9		
6.	Receive Feedback	Male	130	2.88	1.38	1.09	0.17	NS
		Female	277	2.72		1.07		
7.	Mark Assignment	Male	130	2.83	0.34	1.04	0.74	NS
		Female	277	2.87		0.98		
8.	Send Results	Male	130	2.95	0.5	0.85	0.62	NS
		Female	277	2.9		0.99		
9.	Rec. Feedback from Students	Male	130	2.73	1.97	1.05	0.05	S
		Female	277	2.95		0.97		
10.	Delete Old Maths	Male	130	2.79	0.21	0.85	0.84	NS
		Female	277	2.81		0.98		

Not Significant at $P > 0.05$, df 405

Table 4 shows a summary of the difference in the mean ratings of male and female students on the extent of utilization of the e-mail in teaching business education courses by lecturers in federal universities in South South, Nigeria. The result indicates that out of ten items, only one item was significant ($t = 1.97$ with $P < .05$ and at df 405), the remaining nine items were not significant at $P > .05$ and df 405. Since the number of items with low P-value is lower than .05, the null hypothesis which stated that there is no significant difference in the mean ratings of male and female students on the extent of utilization of e-mail in teaching Business Education courses by lecturers is retained. This implies that male and female students did not differ significantly on their ratings on the extent of utilization of e-mail in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria.

Discussion of the findings

The results of hypothesis one shows that there exist no significant difference in the opinion of male and female students on the extent of utilization of World Wide Web by lecturers in teaching Business Education courses. The agreement on the level to which the World Wide Web is utilized in teaching Business Education courses is shown in the similarity in the scores for the former and later group as contained in Table 6. The cluster mean for both groups of respondents fell within the range 2.50-3.49 real limit suggesting great extent of utilization of the World Wide Web in teaching Business



Education courses by lecturers in federal universities in south-south, Nigeria. The finding of this study however appears to disagree with earlier work by Ubulom, Enyekit, Onuekwa and Amachule (2011) that information and communication technology facilities were not available, and accessed by teachers in secondary schools in Anolga and that business studies teachers in these schools do not also have the skills of utilizing ICT for teaching of the subject. The finding of this study also disagrees with the finding of Onwuchekwa (2009) that ICT resources were not utilized by the lecturers in teaching financial accounting in tertiary institutions in Rivers State and that the extent of utilization of ICT resources ranged between very little, little extent or not at all.

However, the plausible explanation for this contradiction could be that there is a marked difference between the subject area as well as characteristics of the research area with which these researches were conducted. For instance, Ubulom, Enyekit, Onuekwa and Amachule restricted their research to accessibility and utilization of ICT in teaching Business Studies in Andoni Local Government Area of River State. They carried out their study in secondary schools whereas; this study was carried out in federal universities. Onwuchekwa's study was also restricted to financial accounting lecturers in tertiary institutions in Rivers State unlike the present study that focused on the entirety of business education. It is also worthy of note that the both researches were carried in one out of the six south-south states this research was conducted. It could also be possible that active connectivity, good bandwidth, adequate human resource base, adequate funding of ICT infrastructure, proper maintenance of available facilities, availability of ICT facilities etc. may have contributed to the proper utilization of www in teaching in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria

The finding on hypothesis two indicates that there is no significant difference in the opinion of male and female students on the extent of utilization of e-mail in teaching Business Education courses by lecturers. The agreement on the extent to which e-mail is utilized in teaching Business Education courses is shown in the similarity in the scores for the former and later group as contained in Table 7. The cluster mean for both groups of respondents fell within the 2.50-3.49 real limit range suggesting great extent of utilization of e-mail in teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria. This result does not corroborate with Wilson (2004) opinion that ICT facilities such as laptop computers, desk top computer, printers etc. are prone to unexpected crashes and virus attacks which can occur at any time. The technology infrastructure of the school may also be an obstacle if the resources needed to operate them are not available. This finding also disagree with earlier reports by Anuradha and Usha (2006) in that regard and that some of the challenges that hinder the acceptance of eBooks include: high cost of hardware readers, users unwillingness to change, a general lack of awareness in eBooks, and particularly, in the academic setting, the fact that the number of printed books are more readily available than that of eBooks in libraries. Furthermore, the success of eBook relies heavily on the ease of the whole reading process.

The possible reason for this disagreement could be differences in the areas where these researches were conducted like Anuradha and Usha whose research was carried out in Institute of Science, India. Apart from this, other variables like the population of the study, sampling technique, university coherent plan for ICT among other factors could have been responsible for the great extent of utilization of e-mail in teaching Business Education courses in federal universities in south-south, Nigeria.



Conclusion

It is evident from the findings of this study ICT has tremendously and positively affected developments in all facets of human endeavor particularly in contemporary times, ICT resources utilization in teaching of business education programme in the Universities facilitate knowledge acquisition and dissemination of information by students and teachers within and between various disciplines. In spite its strategic relevance in a world that is driven by technology, most school administrators undermine its importance and its far-reaching implications. Most stakeholders in the education enterprise have observed that some employers of labour complain that some business education graduates especially those recruited by local and multi-national private companies cannot manipulate basic ICT resources which are the fundamental tools of operations in those companies. This may not be unconnected with the observation that ICT resources are not available and utilized in teaching business education courses in the universities. As a result Business educators in universities will definitely continue to produce poor quality business education graduates from these institutions if the recommendations articulated in this study are ignored. This may result in difficulty in getting employment and inability to breakeven as both public and self-employed graduates.

Recommendations

Based on the findings of this study, the following recommendations were made:

The Federal government should provide internet facilities in order to encourage the use of the World Wide Web in Federal Universities.

Lecturers should be encouraged by the university management to use ICTs such as e-mails for mailing and receiving assignments and other

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