



CAPACITY BUILDING NEEDS OF BUSINESS EDUCATION LECTURERS IN ICT-BASED TEACHING IN TERTIARY INSTITUTIONS IN SOUTH-SOUTH NIGERIA

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Abstract

This study investigated capacity building needs of business education lecturers in ICT based teaching tertiary institutions in South-South Nigeria. Three research questions raised, while three hypotheses were formulated for the study. The study adopted descriptive survey research design and was carried out in South-South Nigeria. The population for the study consisted of all the 78 business education lecturers in three universities and three colleges of education two randomly sampled States (Bayelsa and Rivers) in the South-south Nigeria. Due to the manageable size of the population, the entire 78 lecturers were involved in the study; therefore, there was no sampling. The instrument for data collection was a structured 43 – item questionnaire. The instrument was validated by three experts. The reliability of the instrument was ascertained using Cronbach Alpha reliability method in which a coefficient of 0.813 was obtained. Two research assistants were hired for data collection for the study. The data collected were analysed using mean for answering the research questions while t-test statistics was used for testing the null hypotheses. Based on the data collected and analyzed, the study identified skills in word processing, spreadsheet, power-point/multimedia and internet where business education lecturers require capacity building in ICT-based teaching in tertiary institutions in South-South Nigeria. The study therefore recommended that the management of tertiary institutions in South-South Nigeria should intensify effort in ICT training in word processing, spreadsheet, powerpoint/multimedia and internet usage for effective ICT –based instructional delivery in business education in tertiary institutions in the study area.

Keywords: Capacity Building, ICT, Business Education, Tertiary Institution, Lecturers.

Introduction

The quality of graduates of any nation depends on the effectiveness of teaching and learning at primary, secondary and tertiary institutions. Tertiary institutions are schools for advanced education following the completion of secondary education. The world-bank (2018) described tertiary institution as all post-secondary education, including both public and private universities, colleges, technical training institutes and vocational schools. It is very instrumental fostering growth, reducing poverty and boosting shared prosperity. According to Worldbank (2018), tertiary institutions can serve the community by contributing knowledge and advanced skills as well as basic competencies and research through its third mission. Business education is that programme of education that is planned for training and developing



recipients to expose them in the field of business and as a professional, consequently, expanding the way of imparting competencies for economic development of the society, Sulaiman (2017). According to Osuala (2004), business education is a broad area of knowledge that deals with a nation's economic system and also identifies and explains the rate of business contentment and experience that prepare individuals for effective participation as citizens, workers and consumers. The National Open University of Nigeria (NOUN) (2008) described business education as an aspect of vocational education that equips people with necessary skills and theoretical knowledge needed for performance in the business world either for paid occupation or self-employment. Gidado and Akaeze (2014) noted that business education exposes the recipients to the economic system of the country and equips them with lifelong skills that would enable them to make reasonable judgement as producers (entrepreneurs), employees or consumers of goods and services.

Capacity building is a long-term continuous action of progress that involves all stakeholders in the development process. In the opinion of Olaitan, Alaribe and Nwobu (2009), capacity-building refers to efforts geared towards improving the level of knowledge, skills and attitudes possessed by an individual for proficiency in a given task or job. It is an attempt aimed at increasing an individual's ability to perform a job or task efficiently. Capacity-building as described in the report of the United Nations Development Programme {UNDP} (2011), is the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform better. Capacity-building focuses on a series of actions directed at helping individuals in the development process to increase knowledge, skills and understanding they possess and to develop the attitude needed to bring about desired developmental change in them. It is geared towards making improvement on what an individual is already doing to increase productivity. Capacity building need involves a need assessment. Need assessment is a systematic process to acquire an accurate, thorough picture of the strengths and weaknesses of an individual or group of people for improved achievement and performance in meeting future standards. In the context of this study, capacity-building is an effort geared towards improving the level of knowledge, skills and attitudes possessed by lecturers in effective ICT-based teaching of business education in tertiary institutions in south-south Nigeria.

The use of ICT falls into four major categories which include: constructing knowledge and problem solving (through the Internet, email, CD-ROMs, databases, video conferencing); using process skills; aiding explanation of concepts; and communicating ideas (PowerPoint, desktop publishing). ICT facilitates communication, increases access to learning for students, stimulates a wide range of scientific phenomenon and generally motivates both teachers and students, develops problem solving capabilities and aid deeper understanding. In the context of this study, ICT-based teaching revolve round all instructional delivery through expertise application of word processing, spreadsheet, power-point/multimedia and internet where business education lecturers could need capacity building for effective teaching at tertiary institution level.



Comer (2009) held that word processing has to do with computer manipulation of text: the creation, retrieval, modification, storage, and printing of text using a computer or other electronic equipment. Onah (2004) opined that word processing is a term that describes the use of hardware and software to create, view, edit, manipulate, transmit, store, retrieve and print text materials. Computer graphics generally pertains to any computer device or program that makes a computer capable of displaying and manipulating pictures. Comer (2009) defined computer graphics as the graphics created using computers and, more generally, the representation and manipulation of imagedata by a computer. Apart from word processing and computer graphics, other aspects of ICT where lecturers could require capacity building include spreadsheet and the use of internet. Beal (2018), identified internet as a massive network of networks, a networking infrastructure which connects millions of computers globally, forming a network in which any computer can communicate with any other computer as long as they are both connected. In recent years, the use of the term the internet of things emerged which has become rapid and entered the everyday lexicon. The internet of things according to smith (2018) refer to the connection of new technological devices to the internet- this can be anything that allows these devices to talk to each other and anything that has access. It is an international computer network of information connected to the cyberspace through the server.

The present quality of Nigerian graduates is bothersome including business education graduates as many of them grossly lack the basic employability skills in today's modern offices and business environment. Such is the case of graduates of tertiary institutions in south-south Nigeria. The quality of instructional delivery by lecturers to these graduates while in schools could be faulty. This is because, many of the lecturers at that level find it difficult to display acceptable competence in the use of ICT facilities for research and instructional delivery.

Notable personal attributes that often times affects people's level of skills and competence in the use of ICT include years of working experience and educational qualification. Years of working experience is the total number of service periods a person has invested in working in an organization which has direct impact on the expertise and competence of the employee. Hence, Afolabi (2012) noted that years of working experience is one of the major factors influencing employees' motivation and effectiveness. In addition, academic qualification of personnel has an important role to play in their competence and quality of service delivery. Therefore for personnel to be effective, they must be both professionally and technically competent in their job and have opportunities for various forms of relevant in-service training. Considering the relevance of the use of ICT for teaching and learning in contemporary day classroom, attempts towards up-skilling or capacity building of educators is an effort in the right direction. Thus, this study was carried out to investigate capacity building needs of business education lecturers in ICT-based teaching in tertiary institutions in South-south Nigeria. The study specifically identified areas in:

- i. Word processing where business education lecturers need capacity building.
- ii. Power point/multimedia where business education lecturers need capacity building.
- iii. Internet usage where business education lecturers need capacity building



Research Questions

Based on the specific purposes of the study, the study answered the following research questions:

- i. What are word processing skills where business education lecturers need capacity building?
- ii. What are multimedia skills where business education lecturers need capacity building?
- iii. What are the skills in internet usage where business education lecturers need capacity building?

Hypotheses

1. There is no significant difference in the mean ratings of business education lecturers on word processing skills where capacity building is needed on years of working experience.
2. There is no significant difference in the mean ratings of business education lecturers on multimedia skills where capacity building is needed on years of working experience.
3. There is no significant difference in the mean ratings of business education lecturers on skills where capacity building is needed in internet usage based on educational qualifications.

METHOD

Four research questions guided the study and four hypotheses were tested at the probability level of 0.05. Descriptive survey research design was adopted for the study. Descriptive survey design was found suitable for this study because questionnaire was used to collect data from respondents on capacity building needs of business education lecturers in ICT-based teaching in tertiary institutions in South-south Nigeria. The population for the study consisted of all the 76 business education lecturers from three universities, three polytechnics and three colleges of education drawn from two randomly sampled states (Bayelsa and Rivers) from south-south Nigeria. Due to the manageable size of the population, the entire population were involved in the study; therefore, there was no sampling.

The instrument for data collection for the study was a 65-item structured questionnaire. titled: "Capacity Building Need of Business Education Lecturers Questionnaire (CBNBELQ). The questionnaire was structured on a response categories of "Needed" and "Possessed". The Needed category was further structured 4-point rating scale of Highly Needed (HN); Moderately Needed (MN); Less Needed (LN) and Not Needed (NN) with corresponding values of 4, 3, 2, and 1 respectively. The Possessed category on the other hand was further structured into 4-point rating scale of Highly Possessed (HP); Moderately Possessed (MP); Less Possessed (LP) and Not Possessed (NP) with corresponding values of 4, 3, 2, and 1 respectively.

The instrument was face-validated by three experts. For the purpose of ascertaining the internal consistency of the instrument, Cronbach Alpha reliability method was used. The reliability coefficient obtained was 0.81. Two research assistants helped the researchers in data collection. Out of the 76 copies of the



questionnaire administered, 72 representing 94.7% rate of return were retrieved, and used for the analysis. The data collected were analysed using mean and improvement need index for answering the research questions while analysis of variance (ANOVA) was used for testing the null hypotheses at 0.05 level of significance.

In taking decision, on the research questions, the mean for the level of ICT skills “needed” was computed and that of the level of ICT skills “possessed” was also computed. For each ICT skill items, the mean values of skill possessed were subtracted from that of skill needed. Therefore, if the value of the index obtained is positive (+), then capacity building is needed on the item because the level of the possession of the skill is lower than the level of what is needed. If the value of the index is negative (-), it mean capacity building is not needed because the level of the possession of the skill is greater than the level of what is needed. Also, in situation where the value of the obtained index is 0, capacity building is not needed because the level of possessed is equal to the level of what is needed. For the analysis of variance (ANOVA), the hypothesis of no significant difference was upheld for items whose p-values (sig.) are greater than 0.05 level of significance. On the other hand, the hypothesis of no significant difference was rejected for items whose p-values (sig.) are less than 0.05 level of significance.

Results

The results for this study were obtained based on the research questions answered and hypotheses tested. The results from research questions and hypotheses are presented in Tables 1, 2 and 3.

Research Question One

What are word processing skills where Business education lecturers need capacity building?

H₀₁: There is no significant difference in the mean ratings of business education lecturers on word processing skills where capacity building is needed based on years of working experience.

The data for answering research question one and testing hypothesis one (H₀₁) are presented in Table 1.



Table 1: Need Gap (NG) Analysis and Analysis of Variance (ANOVA) of the Word Processing Skills Needed by Business Education Lecturers and their Present Level of Skills Possessed (N = 72)

SN	Word Processing skills items	\bar{X}_N	\bar{X}_P	$\frac{N}{(\bar{X}_N - \bar{X}_P)}$ G	Rmks	p-values	Rmks
1	Creating of document with file name	3.66	3.12	0 . 5 4	CBN	0 . 4 4	N S
2	Ability to type with moderate speed	3.64	3.27	0 . 3 7	CBN	0 . 0 3	S *
3	Previewing of documents and publication skills	3.70	2.73	0 . 9 7	CBN	0 . 2 4	N S
4	Faxing / emailing of document	3.48	2.89	0 . 5 9	CBN	0 . 5 1	N S
5	Creating / inserting of tables, symbols and pictures on documents	3.40	3.56	- 0 . 1 6	CBNN	0 . 0 4	S *
6	Designing and separation of Colours	3.53	3.11	0 . 4 2	CBN	0 . 5 4	N S
7	Ability to use scanners to capture pictures and images	3.62	3.08	0 . 5 4	CBN	0 . 6 2	N S
8	Creating http/html document skills	3.51	2.79	0 . 7 2	CBN	0 . 5 2	N S
9	Backing up your document and publications on CDs and DVDs	3.74	3.40	0 . 3 4	CBN	0 . 7 7	N S
1 0	Importing / Exporting text, graphics, tables from various sources	3.70	3.04	0 . 6 6	CBN	0 . 6 9	N S
1 1	Spell checking, Thesaurus, proof reading skills	3.50	3.58	- 0 . 0 8	CBNN	0 . 0 1	S *
1 2	Creating an equity fax using templates	3.60	3.04	0 . 5 6	CBN	0 . 1 7	N S
1 3	Use of Drawing tools	3.38	3.16	0 . 2 2	CBN	0 . 8 2	N S
1 4	Saving / opening of documents	3.36	3.47	- 0 . 1 1	CBNN	0 . 0 4	S *
1 5	Changes text alignment	3.66	2.66	1 . 0 0	CBN	0 . 0 3	S *
1 6	Changes margins and line spacing	3.34	2.84	0 . 5 0	CBN	0 . 1 9	N S
1 7	Adds a table to a document and edits row and columns	3.30	3.44	- 0 . 1 4	CBNN	0 . 6 4	N S
1 8	Ability to use Tab to indent	3.53	2.99	0 . 5 4	CBN	0 . 8 9	N S
1 9	Ability to use bullets and numbering	3.66	3.12	0 . 5 4	CBN	0 . 0 0	S *
2 0	Ability to save typed documents with desired file name.	3.44	3.35	0 . 0 9	CBN	0 . 6 9	N S

Note: \bar{X}_N = Mean Needed; \bar{X}_P = Mean Possessed; NG = Need Gap; CBN = Capacity Building Needed; CBNN = Capacity Building Not Needed; Level of Sig. = 0.05; NS = Not Significant; S* = Significant.

The data presented in Table 1 reveal that 16 out of the 20 word processing skill items had their need gap (NG) values ranging from 0.09 to 1.00 which are all positive. This shows that business education lecturers in south-south Nigeria need capacity building in the 16 identified word processing skills for effective teaching in tertiary institutions in south-south Nigeria. The need gap values of the remaining four items, specifically, items 5, 11, 14 and 17 were -0.16, -0.08, -0.11 and -0.14 respectively which are negative. This indicates that business education lecturers do not need capacity building in the 4 identified word processing skills for effective teaching in tertiary institutions in south-south Nigeria.



The data presented in Table 1 on hypothesis one show that the p-values of 16 out of the 20 items ranged between 0.17 to 0.89 which are in each case greater than 0.05 level of significance. This indicates that there are no significant differences in the mean ratings of business education lecturers with teaching experience of 1 – 5 years, 6 – 10 years and 11yrs and above on the 16 word processing skill items. Therefore, the null hypothesis of no significant difference in the mean ratings of the respondents based on experience is accepted on the 16 items. The p-value of the remaining six items, specifically, items 2, 5, 11, 14, 15 and 19 are 0.03, 0.04, 0.01, 0.04, 0.03 and 0.00 respectively which are in each case less than 0.05 level of significance. This implies that there are significant differences in the mean ratings of business education lecturers with teaching experiences of 1 – 5 years, 6 – 10 years and 11yrs and above on the 6 word processing items. Therefore, the null hypothesis of no significant difference in the mean ratings of the three groups of respondents is rejected on six items.

Research Question Two

What are multimedia skills where business education lecturers need capacity building?

H0₂: There is no significant difference in the mean ratings of business education lecturers on power point/multimedia skills where capacity building is needed based on years of working experience.

The data for answering research question three and testing hypothesis three (H0₂) are presented in Table 2.

Table 2: Need Gap (NG) Analysis and Analysis of Variance (ANOVA) of the Multimedia Skills Needed by Business Education Lecturers and their Present Level of Skills Possessed (N = 72)

SN	Multimedia skill items	\bar{X}_N	\bar{X}_P	$\frac{N}{(\bar{X}_N - \bar{X}_P)}$ G	Rmks	p-values	Rmks
1	Ability to use power point proficiently	3.44	3.51	- 0 . 0 7	CBNN	0 . 3 8	N S
2	Using freehand drawing tools – pencil, straight and curved lines	3.46	3.36	0 . 1 0	CBN	0 . 0 8	N S
3	Creates a simple slide show with text, images	3.49	3.09	0 . 4 0	CBN	0 . 4 1	N S
4	Chooses appropriate slide design and layout	3.54	3.08	0 . 4 6	CBN	0 . 0 3	S *
5	Selecting objects with selection object tools	3.52	3.12	0 . 4 0	CBN	0 . 4 5	N S
6	Inserting graphics from various sources e.g. clip art, digital image	3.43	3.51	- 0 . 0 8	CBNN	0 . 2 7	N S
7	Creates a master slide template	3.51	3.17	0 . 3 4	CBN	0 . 1 8	N S
8	Moving and changing of the size of displayed clip art/graphics	3.64	3.18	0 . 4 6	CBN	0 . 0 0	S *
9	Adds sounds and other forms of animation in power point preparation.	3.27	3.40	- 0 . 1 3	CBNN	0 . 3 6	N S
10	Using a digital camera to create a graphic file	3.42	3.15	0 . 2 7	CBN	0 . 5 0	N S
11	Using scanner to convert a picture into a graphic file	3.60	3.12	0 . 4 8	CBN	0 . 4 3	N S
12	Working with the menus e.g file, view, edit, arrange, effects, bitmaps, texts, etc.	3.37	3.21	0 . 1 6	CBN	0 . 0 1	S *



1 3	Using fill pattern, colours shading, flipping and rotating of objects power point preparation.	3.35	3.47	- 0 . 1 2	CBNN	0 . 0 2	S	*
1 4	Creates a master slide template	3.69	2.86	0 . 8 3	CBN	0 . 0 1	S	*
1 5	Understands navigation buttons/hyperlinks	3.65	2.98	0 . 6 7	CBN	0 . 7 0	N	S
1 6	Recognizes elements of a multi-media presentation.	3.30	3.34	- 0 . 0 4	CBNN	0 . 0 3	S	*

Note: \bar{X}_N = Mean Needed; \bar{X}_P = Mean Possessed; NG = Need Gap; CBN = Capacity Building Needed; CBNN = Capacity Building Not Needed; Level of Sig. = 0.05; NS = Not Significant; S* = Significant.

From the data presented in Table 2, it is revealed that 11 out of the 16 multimedia skill items had their need gap (NG) values ranging from 0.10 to 0.83 which are all positive. This indicates that business education lecturers in south-south Nigeria needed capacity building in the 11 identified multimedia skills for effective teaching in tertiary institutions in south-south Nigeria. The need gap values of the remaining five items, specifically, items 1, 6, 9, 13 and 16 are -0.07, -0.08, -0.13, -0.12 and -0.04 respectively which are negative. This indicates that the business education lecturers do not need capacity building in the five identified multimedia skills for effective teaching in tertiary institutions in south-south Nigeria.

The data presented in Table 3 on hypothesis three show that the p-values of 10 out of the 16 items in the Table ranged between 0.08 to 0.70 which are in each case greater than 0.05 level of significance. This indicated that there are no significant differences in the mean ratings of the business education lecturers with teaching experience of 1 – 5 years, 6 – 10 years and 11yrs and above on the 10 multimedia skill items. Therefore, the null hypothesis of no significant difference in the mean ratings of the three groups of respondents is accepted on the 10 items based on their years of teaching experience. The p-value of the remaining six items, specifically, items 4, 8, 12, 13, 14 and 16 are 0.03, 0.00, 0.01, 0.02, 0.01 and 0.03 respectively which are in each case less than 0.05 level of significance. This implied that there are significant differences in the mean ratings of business education lecturers with teaching experience of 1 – 5 years, 6 – 10 years and 11yrs and above on the 10 multimedia skill items. Therefore, the null hypothesis of no significant difference in the mean ratings of the three groups of respondents was rejected on six items in the table.

Research Question three

What are the skills in internet usage where business education lecturers need capacity building?

H0₃: There is no significant difference in the mean ratings of the responses of Business education lecturers on skills where capacity building is needed in internet usage based on their educational qualification.

The data for answering research question four and testing hypothesis four (H0₃) are presented in Table 3.

Table 3: Need Gap (NG) Analysis and Analysis of Variance (ANOVA) of Skills in Internet Usage Needed by Business Education Lecturers and their



Present Level of Skills Possessed (N = 72)		(N						
SN	Skills in internet Usage	\bar{X}_N	\bar{X}_P	$\frac{N}{(\bar{X}_N - \bar{X}_P)}$	\bar{G}	Rmks	p-values	Rmks
1	Ability to create web page for teaching	3.52	2.26	1.26	6	CBN	0.28	NS
2	Understands the general structure of a web address	3.49	2.33	1.16	6	CBN	0.02	S*
3	Access copying and pasting information from internet to a different application	3.48	2.70	0.78	8	CBN	0.37	NS
4	Ability to upload lecture notes or other material on the web	3.48	2.69	0.79	9	CBN	0.14	NS
5	Uses and understands hyperlinks / navigation buttons	3.56	2.74	0.82	2	CBN	0.03	S*
6	Downloading information from the web	3.13	3.52	-0.39	9	CBNN	0.82	NS
7	Retrieves and replies to an email	3.45	2.86	0.59	9	CBN	0.68	NS
8	Ability to display multiple browser skills	3.46	2.67	0.79	9	CBN	0.02	S*
9	Sends an attachment with an email	3.51	2.53	0.98	8	CBN	0.04	S*
10	Skills in the usage of internet services like Telnet, Newsgroup and file transfer protocol	3.39	3.38	0.01	1	CBN	0.39	NS
11	Ability to display teleconferencing skills	3.55	3.05	0.50	0	CBN	0.27	NS
12	Skills in composing and sending of email	3.15	3.66	-0.51	1	CBNN	0.01	S*
13	Skills on the usage of facsimile	3.47	3.00	0.47	7	CBN	0.02	S*

Note: \bar{X}_N = Mean Needed; \bar{X}_P = Mean Possessed; NG = Need Gap; CBN = Capacity Building Needed; CBNN = Capacity Building Not Needed; Level of Sig. = 0.05; NS = Not Significant; S* = Significant.

The data presented in Table 3 reveals that 11 out of the 13 identified skill items in internet usage had their need gap (NG) values ranging from 0.01 to 1.26 which are all positive. This indicates that business education lecturers in south-south Nigeria needed capacity building in the 11 identified skills in internet usage for effective teaching in tertiary institutions in south-south Nigeria. The need gap values of the remaining two items, specifically, items 6 and 12 are -0.39 and -0.51 respectively which are negative. This indicates that business education lecturers do not need capacity building in the two identified skills in internet usage for effective teaching in tertiary institutions in south-south Nigeria.

The data presented in Table 4 on hypothesis four showed that the p-values of seven out of the 13 items ranged between 0.14 to 0.82 which are in each case greater than 0.05 level of significance. This indicated that there are no significant differences in the mean ratings of business education lecturers with HND/BSc/BE, Masters and



Ph.D degree on the seven skill items in internet usage. Therefore, the null hypothesis of no significant difference in the mean ratings of the three groups of respondents is accepted on the 7 items based on their educational qualifications. The p-value of the remaining six items, specifically, items 2, 5, 8, 9, 12 and 13 are 0.02, 0.03, 0.02, 0.04, 0.01 and 0.02 respectively which are in each case less than 0.05 level of significance. This indicated that there were significant differences in the mean ratings of the responses of the Business education lecturers with HND/BSc/BEd, Masters and Ph.D degree on the six skills in internet usage. Therefore, the null hypothesis of no significant difference in the mean ratings of the three groups of respondents is rejected on six items in the table based on their educational qualification.

Discussion of Results

The findings of this study on research question one showed that business education lecturers in south-south Nigeria needed capacity building in the following word processing skills: creating of document with file name, ability to type with moderate speed, previewing of documents and publication skills, faxing/emailing of documents, designing and separation of colours, ability to use bullets and numbering and ability to save typed documents with desired file name among others. The skills in multimedia where the business education lecturers needed capacity building are: creating a simple slide show with text, images, choosing appropriate slide design and layout selecting objects with selection object tool, creating a master slide template, using a digital camera to create a graphic file, using scanner to convert a picture into a graphic file and creating a master slide template among others. The findings of this study in respect to research question three showed that business education lecturers in south-south Nigeria need capacity building in the following internet skills: ability to create web page for teaching, understands the general structure of a web address, ability to upload lecture notes or other material on the web, retrieving and replying to an email, ability to display multiple browser skills, sending an attachment with an email and ability to display teleconferencing skills among others.

The findings of this study agreed with that of Akinnagbe and Baiyeri (2011) on training needs analysis of lecturers for information and communication technology (ICT) skills enhancement in Faculty of Agriculture, University of Nigeria, Nsukka where the authors found that the lecturers were not skilled in slides reparation/presentation, spreadsheets preparation, and data analysis using computer software. The highest demand for ICT training need by the lecturers was data analysis using computer software like SPSS, GENSTAT, Excel and E-view among others. Haliso (2011) carried out a study to identify factors affecting information and communication technologies (ICTs) use by Academic Librarians in South-western Nigeria. The findings of the author showed that about 78 percent of the librarians who constituted that respondents were not connected to ICT facilities and consequently incompetent in ICT skills. The findings agreed with the result of Fakeye (2010) who found out that the level of knowledge of ICT possessed by English Language teachers was poor and as such, they rarely use ICT in English Language instruction. In another study, Onasanya, Shehu, Ogunlade and Adefuye (2011) **in their study** revealed that the level of computer literacy and utilization of ICT resources by the science teachers



were found to be very low. In conformity with the findings of this study, Obakhume (2011) discovered that ICT facilities were not available in most of the schools and that most teachers used as the sample for the study, were not competent in the use and operation of available ICT facilities in the schools.

Conclusion

The performance of graduates of business education is dependent on the quality of teaching being given to them through the use of appropriate instructional materials, ICT facilities in particular. It has been observed that the present way in which business education is being taught using the old conventional facilities without taking proper advantage of the use of ICT as an aid to instructional delivery is a major constraint. To address the challenge, this study investigated capacity building needs of business education in the use of ICT facilities for effective teaching of students. The study found that business education lecturers in tertiary institutions in south-south Nigeria needed capacity building in word processing, spreadsheet, multimedia and internet usage.

Recommendation

Based on the findings, the study recommends that:

1. ICT capacity building programmes should be constantly organized to upgrade the ICT skills and competence of teaching staff of tertiary institutions in the south-south Nigeria. Because ICT capacity programmes will consistently boost and enlighten further, the ICT capacity and competence of teaching staff in tertiary institutions existing in the South-South of Nigeria.
2. The lecturers should be allowed to frequently participate in ICT-based conferences, seminars and workshops within and outside their schools. If knowledge is updated through conferences, seminars and workshops, the teaching staff will not continue with obsolete knowledge. Instead, the new knowledge will be applied, including new skills and competence of handling the ICTs.
3. The government should make adequate provision for the supply of necessary ICT facilities for effective use for instructional delivery in tertiary institutions in the study area. This is because, where the knowledge, skills and level of competence have been possessed by the teaching staff, if facilities are lacking, it will vehemently, constitute a problem. Apart from that, ICT-based instructional delivery will be a problem. Therefore, government should assist in provision of state of the art ICTs to enhance effective instructional delivery in the tertiary institutions existing in the South-South of Nigeria.
4. Government should liaise with necessary agencies such as Education Tax Fund (ETF) for procuring ICT facilities for tertiary institutions in the study area.

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