THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY FOR ENHANCING EFFECTIVE TEACHING AND LEARNING OF BUISNESS EDUCATION PROGRAMME IN UNIVERSITIES IN EDO STATE

Favour Abieyuwa JOHN
EDU2011144

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, FACULTY OF EDUCATION, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF B.Sc. (Ed.) IN BUSINESS EDUCATION (ACCOUNTING), IN THE UNIVERSITY OF BENIN,

BENIN CITY.

MARCH 2025

APPROVAL PAGE

I certify that this work was carried out by **Favour Abieyuwa JOHN** with Matriculation Number **EDU2011144**, Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City, Edo State.

_____

DR. SHERIFF ADEOYE
(PROJECT SUPERVISOR)

_____

DATE

CERTIFICATION

We, the undersigned, certify that this project was carried out by **Favour Abieyuwa JOHN** with Matriculation Number **EDU2011144** in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City, Edo State.

DR. SHERIFF ADEOYE	**DR. S.B. ABUSOMWAN**
(Project Supervisor)	**(Project Coordinator)**
DATE	**DATE**

DR. S.O. OSUYI

(H.O.D., Vocational and Technical Education)

DATE

DEDICATION

This project work is dedicated to the Almighty God for giving me the grace to get to this phase of my life.

ACKNOWLEDGEMENTS

The researcher profound gratitude goes to God Almighty for his mercy, grace, love, kindness, protection, and strength to work tirelessly and effectively on this project.

Special thanks and gratitude to her project supervisor Dr. Sheriff Adeoye, for his guidance, support, contribution, commitment and direction throughout this project, capable of passing academic standards. I pray that God will bless you immensely sir.

The researcher sincerely appreciates her parents, siblings, and friends for their encouragement, understanding, moral, and financial support. For being there throughout my study in the University of Benin. Specifically, she equally appreciates her father Mr. John Okunzuwa for his unwavering love, care and financial support throughout my study. God will bless you sir and make you to enjoy the fruit of your labour sir. Also want to thank her mother Mr John Blessing Okunzuwa for her love and financial support throughout her study in school God bless you and grant your heart desires ma. Special Thanks to her younger sister, John Ifueko Success for her words of encouragement, care and love. God bless you. And also, gratitude to my elder sister for her love and financial support. God bless you.

TABLE OF CONTENTS

LIST OF TABLES

PAGE

LIST OF APPENDICES

PAGE

ABSTRACT

The Study Examined "The Influence Of Information And Communication Technology For Enhancing Effective Teaching And Learning Of Business Education Programme In Universities In Edo State" Four research questions were used to guide the study. The research model was administered with the aid of a Questionnaire which was used to guide the study; To what extent does the use of computers influence the teaching and learning of the Business Education program in universities in Edo State? To what extent does telecommunication systems influence the teaching and learning of the Business Education program in universities in Edo State? To what extent does internet influence the teaching and learning of the Business Education program in universities in Edo State? To what extent does video conferencing tool influence the teaching and learning of the Business Education program in universities in Edo State?

The population for this study consists of one hundred and eighteen (118) Business Education students in the Department of Vocational and Technical Education in the university of Benin, Benin City, Edo state. As a result of the manageable size, the entire population was used as the sample, hence, a census. In order to determine the reliability of the instrument, copies of the instrument were administered to the twenty (20) business education undergraduate students from Ambrose All University, who were not part of the study population. Thereafter Cronbach statistical tool was used to ascertain consistency. It yielded an alpha value of 0.79, hence the instrument was considered reliable.

Findings from this study revealed that: The use of computers influences the teaching and learning of the Business Education program in universities in Edo State to a high extent. Telecommunication systems influence the teaching and learning of the Business Education program in universities in Edo State to a high extent. Internet influence the teaching and learning of the Business Education program in universities in Edo State to a high extent. The following recommendations were made; Government should provide adequate funding for Information and Communication Technology infrastructure, training, and resources, government should establish policies that support information and communication technology adoption and integration in business education program and offer grants for research and projects that promote information and communication based teaching and learning, students should be able to acquire skills in using digital tools, software, and platforms to enhance learning and productivity and engage in online discussions and forums to enhance understanding, share knowledge, and collaborate with peers.

CHAPTER ONE

INTRODUCTION

Background to the Study

Business education is a multifaceted educational framework designed to equip students with the essential skills and knowledge required to succeed in the dynamic business environment. It aims to prepare individuals for various roles in the workforce by combining theoretical understanding with practical applications across diverse business-related disciplines.

Business Education is not just about learning the fundamentals of business but also about developing critical thinking, problem-solving, and decision-making skills that are essential in today's fast-paced and competitive business environment. It provides students with the tools to understand how businesses operate, how to manage resources efficiently, and how to adapt to the rapid changes brought about by technological advancements. It also emphasizes the development of entrepreneurial skills, which are essential for creating new business opportunities and driving economic growth.

According to Okoli and Igwe (2016), Business Education aims to nurture students who are not only skilled in business practices but also grounded in ethical decision-making and social responsibility. Others view Business Education as a vehicle for economic development and empowerment. Aina and Adeyeye (2015) argue that Business Education plays a critical role in equipping students with the entrepreneurial skills

necessary for self-employment and job creation. This view supports the idea that Business Education does not just prepare students for existing job roles, but also encourages innovation and the creation of new business ventures, contributing to overall economic growth.

Business Education offers a wide range of specializations that prepare students for diverse career paths in the business world. The areas of specialization within Business Education are designed to equip students with in-depth knowledge and skills in specific sectors of business, ensuring they are well-prepared for professional roles. Some of the major areas of specialization include, accounting, marketing, entrepreneurship, office Technology and Management and other technology. These areas offer it recipients skills and knowledge that will make them fit properly in their various chosen carriers.

Business Education strives to provide students with a comprehensive understanding of the nation's business and economic systems, enabling active participation as both producers and consumers of goods and services. It also seeks to instill in students an awareness of the significant contributions made by business and office employees to the national economy. Moreover, the education aims to foster the development and enhancement of personal qualities and attitudes essential for both personal and employment situations. It serves as a guide for individual students, facilitating suitable placement in business and office employment. Additionally, Business Education endeavors to cultivate career consciousness and economic understanding within students, particularly within the framework of the free enterprise system. Lastly,

the overarching goals include preparing students to play a role in building future generations through teaching and knowledge impartation, as well as positioning them for leadership roles in both public and private spheres of life NUC CCMAS, 2022, Towards the attainment of these objectives, it is expected that business education students use ICT for effective learning of business education programme.

Information and Communication Technology (ICT) refers to the broad range of technological tools and resources used for creating, storing, transmitting, and managing information. These technologies include hardware, software, telecommunications systems, and the internet, all of which have revolutionized the way individuals and organizations communicate, work, and learn in today's interconnected world. According to Yusuf and Balogun (2018), ICT encompasses a variety of applications and tools, such as computers, internet connectivity, mobile devices, and multimedia, which play a crucial role in modernizing and enhancing educational practices. ICT not only facilitates communication but also transforms traditional methods of information dissemination, making them more accessible and efficient. ICT is a key driver of the information age, transforming industries, economies, and societies by making information more accessible and communication, these ICT tools and systems work together to facilitate communication, information sharing, and efficient management of data and business processes across different sectors. The ICT tools that can foster effective teaching and learning of business education programme are computer, telecommunication system, internet, video conferencing tool.

Computers are foundational tools in modern education, serving as versatile devices for both instructors and students. In Business Education, computers allow teachers to prepare, present, and store instructional materials efficiently. They enable students to conduct research, create presentations, and engage in interactive learning modules that reinforce theoretical concepts. Through computer-based simulations, students can experience real-world business scenarios, helping them develop practical skills in management, finance, and accounting. Furthermore, computers facilitate access to digital resources such as e-books and educational software, promoting self-directed learning and increasing students' digital literacy, a critical skill in today's business world.

Telecommunication systems, including mobile phones and landline networks, support communication between educators, students, and administrators. In a Business Education program, telecommunication systems enable teachers to reach students through phone calls, SMS, or instant messaging for updates on assignments, class schedules, and feedback. This real-time communication ensures that students remain engaged and can seek help or clarification outside of the classroom. For distance or blended learning setups, telecommunication systems provide essential support in coordinating activities, enabling instructors and students to interact effectively, even when separated by geographical distance.

The internet is a transformative tool in education, providing access to a wealth of information and resources. In Business Education, the internet allows students and teachers to access journals, articles, databases, and business publications that are critical

for research and case studies. Through the internet, students can connect with online platforms offering courses in business analytics, digital marketing, and other fields, which complements their core studies and broadens their knowledge base. The internet also supports collaborative projects and group discussions through online forums and cloud-based platforms, fostering teamwork and improving communication skills. Additionally, internet resources help students stay updated with real-world business trends, connecting classroom theory with current industry practices.

Video conferencing tools like Zoom, Microsoft Teams, and Google Meet have become invaluable for conducting live classes, especially in remote learning contexts. These tools enable real-time, face-to-face interaction, allowing educators to deliver lectures, host discussions, and conduct virtual workshops. For Business Education, video conferencing can connect students with guest lecturers and industry experts from various regions, giving them insight into business practices worldwide. It also provides students with a platform to present projects, engage in virtual group activities, and participate in live Q&A sessions, replicating the interactive aspects of an in-person classroom. This increased exposure to digital communication is crucial in preparing students for the business world's collaborative and often remote nature.

Business Education enhance students' practical skills, including decision-making, problem solving, communication, leadership, and teamwork. These are essential skills that enable students to navigate real-world business challenges and complexities. Business Education emphasizes experiential learning through internships, case studies,

and simulations, which allow students to apply theoretical concepts to practical situations. This practical orientation ensures that students are well-prepared for the demands of the business world.

Teaching is the act of imparting knowledge, skills, and values to students or learners. It encompasses a variety of activities and strategies aimed at facilitating learning and enabling individuals to acquire new information and competencies. Effective teaching requires not only a deep understanding of the subject matter but also the ability to engage and motivate learners. Teachers utilize diverse instructional methods to deliver content, ranging from traditional lectures to more interactive approaches such as group discussions and hands-on activities. This versatility allows them to cater to different learning styles and preferences. Effective teaching also requires strong classroom management skills to maintain a positive learning environment. This includes managing student behavior, fostering a respectful classroom culture, and addressing the diverse needs of learners

Learning is the process through which individuals acquire knowledge, skills, attitudes, and values. This multifaceted process involves cognitive, emotional, and social dimensions, and it can occur in various contexts, including formal education, informal experiences, and self-directed study. Active engagement is crucial in learning; individuals tend to learn more effectively when they are involved in the process. This engagement can take many forms, such as critical thinking, problem-solving, collaboration, and hands-on experiences that encourage deeper understanding.

Statement of the Problem

This study investigates the disparity between the ideal and current use of Information and Communication Technology (ICT) in enhancing teaching and learning within Business Education programs in universities, particularly in Edo State. Ideally, the integration of ICT should create a more interactive and engaging educational environment, allowing for practical learning experiences that equip students with the necessary skills to thrive in a technology-driven job market. The expectation is that ICT tools, such as computers, the internet, and video conferencing, would facilitate collaboration and foster active participation among both educators and learners. However, the current scenario in many universities reveals significant shortcomings in the utilization of these ICT resources. Many institutions are hindered by inadequate infrastructure, which limits students' and teachers' access to essential technology. Furthermore, there is often a lack of proper training for educators on how to effectively integrate ICT into their teaching practices, resulting in underutilization of available tools. According to Okoye and Eze (2023), this gap in digital skills among both students and instructors presents a considerable challenge to the effectiveness of Business Education programs.

As a result, students frequently find themselves ill-equipped with the digital competencies needed for modern careers. The failure to engage with ICT not only affects their academic experience but also diminishes their competitiveness in a job market that increasingly prioritizes digital literacy. Moreover, educators may struggle to connect

theoretical concepts with real-world applications, thereby limiting the relevance of the curriculum. As noted by Abdullahi and Yusuf (2023), the lack of effective ICT integration directly impacts the ability of instructors to engage students meaningfully.

The consequences of this situation are significant. Students lacking adequate exposure to ICT tools are at a disadvantage, facing challenges in both academic performance and employment prospects. The absence of comprehensive ICT integration in Business Education programs may lead to lower levels of student engagement and motivation, resulting in disparities in learning outcomes. These issues underscore the urgent need for a strategic approach to improving ICT infrastructure, providing necessary training for educators, and enhancing students' digital skills. Addressing these challenges is crucial to align Business Education programs with the demands of the evolving workforce and to ensure that graduates are well-prepared for future opportunities.

Purpose of the Study

The main purpose of this study was to determine the influence of information and communication technology for enhancing effective teaching and learning of business education programme in universities in Edo state. The study specifically determined:

1. The extent to which the use of computer influences the teaching and learning of business education programs in universities in Edo State.
2. The extent to which telecommunication system influence the teaching and learning of business education programs in universities in Edo State.

3. The extent to which internet influence the teaching and learning of business education programs in universities in Edo State.
4. The extent to which video conferencing tool influence the teaching and learning of business education programs in universities in Edo State.

Research Questions

The following research questions were raised to guide the study:

1. To what extent does the use of computers influence the teaching and learning of the Business Education program in universities in Edo State?
2. To what extent does telecommunication systems influence the teaching and learning of the Business Education program in universities in Edo State?
3. To what extent does internet influence the teaching and learning of the Business Education program in universities in Edo State?
4. To what extent does video conferencing tool influence the teaching and learning of the Business Education program in universities in Edo State?

Significance of the Study

The findings of this study will be immensely beneficial to the government, students, and the education sector, particularly in enhancing the integration of Information and Communication Technology (ICT) into the teaching and learning of Business Education programs.

The government will benefit significantly from the insights provided by this study. By highlighting critical gaps in infrastructure, such as the availability of computers,

reliable internet access, and telecommunication systems in universities, the study will enable policymakers to identify areas requiring immediate intervention. The findings will also inform the development of policies and strategies aimed at improving the accessibility and efficiency of ICT tools in tertiary institutions. Furthermore, the study will guide the design of training programs for educators, equipping them with the skills needed to effectively incorporate ICT into teaching. Ultimately, this will enable the government to strengthen the education sector, contributing to the development of a technologically skilled and competent workforce capable of driving national growth and development.

For students, the study will provide practical benefits by emphasizing how ICT tools can enhance their academic performance. It will demonstrate the value of resources such as computers, telecommunication systems, and video conferencing tools in fostering active learning, improving research skills, and enhancing access to global knowledge platforms. By understanding the advantages of using ICT in their academic journey, students will be better equipped to leverage these tools for personal and professional development. Moreover, the study will show how ICT fosters critical skills such as collaboration, problem-solving, and adaptability, empowering students to thrive in an increasingly digitalized and competitive world.

The education sector as a whole will also reap significant rewards from the study. Educators will gain insights into how to effectively integrate ICT into teaching methods, creating more engaging and interactive learning experiences for students. Educational

institutions will benefit from recommendations on policies and programs that align ICT use with curriculum objectives. Additionally, the study will contribute to the broader academic discourse on the role of ICT in education, serving as a valuable resource for researchers, educators, and institutions seeking to enhance the quality and relevance of Business Education programs.

Scope of the Study

This study focused on the influence of Information and Communication Technology (ICT) on the teaching and learning of Business Education in universities in Edo State. It examines how ICT tools such as computers, telecommunication systems, the internet, and video conferencing enhance educational delivery, with particular attention to their role in improving student performance. The study seeks to determine the extent to which ICT integration fosters better academic outcomes, skill acquisition, and overall preparedness of Business Education students for professional challenges.

Additionally, the study extends its scope to Vocational and Technical Education (VTE), recognizing its significant contribution to equipping students with practical skills necessary for employability and entrepreneurship. By exploring how ICT supports VTE areas such as industrial education, business education, and home economics, the research highlights the potential of technology to bridge the gap between theoretical learning and practical application.

Overall, this study provides a comprehensive analysis of how ICT enhances both student performance and VTE programs, emphasizing its importance in creating a more dynamic and industry-relevant educational environment.

Definition of Terms

The following items were operationally defined

Information and Communication Technology (ICT): ICT refers to the use of various technologies to transmit, store, create, share, and exchange information. In education, ICT tools include computers, the internet, multimedia resources, and digital platforms that support teaching and learning processes. According to Yusuf and Balogun (2021), ICT includes a broad range of technologies aimed at enhancing the efficiency and effectiveness of educational delivery by making resources and communication more accessible to educators and learners alike.

Business Education: Business Education is an academic discipline designed to equip students with the knowledge and skills necessary for success in business-related fields, such as accounting, management, entrepreneurship, and communication. This program emphasizes both theoretical learning and practical skill development, preparing students for business-related roles in today's economy. As defined by Okoye and Eze (2023), Business Education integrates core business principles with essential skills, including financial literacy, management techniques, and entrepreneurship training, to develop industry-ready graduates.

Teaching and Learning Enhancement: This term refers to the improvement of instructional quality and learning outcomes through modern methods, tools, and technologies. Teaching and learning enhancement involve using ICT to create more interactive, student-centered, and effective educational experiences. Olawale and

Adeniran (2022) state that enhancing teaching and learning with ICT allows for more personalized, engaging, and collaborative educational settings that can improve student understanding and retention.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature was treated under the following subheadings:

- Concept of Business Education
- Concept of Information Communication Technology
- Concept of Teaching and Learning
- The use of Computer for Effective Teaching and Learning of Business Education
- The use of Telecommunication for Effective Teaching and Learning of Business Education
- The use of Internet for Effective Teaching and Learning of Business Education
- The use of Video Conferencing Tool for Effective Teaching and Learning of Business Education
- Summary of Reviewed Literature

Concept of Business Education

Business Education is an academic program designed to prepare students for the demands of the business world by equipping them with theoretical knowledge and practical skills in areas such as accounting, marketing, management, and entrepreneurship. According to Aliyu (2019), Business Education focuses on developing the professional competencies required to excel in diverse business-related fields. It fosters a deeper understanding of business operations and promotes ethical decision-making, which are essential for navigating complex economic environments.

As highlighted by Nwafor and Anayo (2020), the evolution of Business Education reflects the need to align academic curricula with the changing dynamics of the global workforce. They stress that modern Business Education emphasizes critical thinking, innovation, and adaptability, which are crucial for addressing real-world business challenges. Moreover, Adebayo (2021) asserts that Business Education not only prepares students for employment but also nurtures entrepreneurial skills, enabling graduates to create and sustain their ventures.

Historical Development of Business Education

Business Education has undergone significant evolution since its inception, transforming from a primarily vocational training approach to a comprehensive academic discipline that incorporates theoretical knowledge alongside practical skills. This evolution mirrors the changing needs of the workforce and the growing complexity of the global economy.

Early Roots of Business Education

The origins of Business Education can be traced back to the late 19th and early 20th centuries when it emerged as a response to the increasing demand for skilled clerical and administrative personnel. Initial programs focused on teaching basic skills such as typing, shorthand, bookkeeping, and office management, aimed at preparing students for entry-level positions in businesses. The emphasis was primarily on vocational training, equipping individuals with the technical skills necessary to perform specific job functions efficiently. According to McMahon (2019), this early stage laid the groundwork for the

formalization of Business Education within secondary schools and community colleges.

The Shift to Comprehensive Business Education

As economies expanded and diversified, the scope of Business Education began to evolve. By the mid-20th century, the curriculum started to encompass a wider range of subjects, including management principles, marketing strategies, accounting, finance, and entrepreneurship. This shift reflected the growing complexity of business operations and the need for professionals who could navigate various facets of the business environment. Nwosu (2017) notes that this expansion of the curriculum aimed to develop well-rounded individuals who could contribute to different areas of business, thus enhancing their employability and adaptability in the workforce.

Emphasis on Critical Thinking and Problem-Solving

The late 20th century marked a pivotal moment in Business Education, as educators began to recognize the importance of critical thinking and problem-solving skills. The global shift towards knowledge-based economies underscored the need for graduates who could analyze complex situations, make informed decisions, and innovate within their fields. Business Education programs increasingly incorporated case studies, group projects, and experiential learning opportunities to cultivate these essential skills. Research by Pruett and Isaac (2020) highlights the significance of integrating real-world scenarios into the curriculum, allowing students to apply theoretical concepts to practical challenges.

The Role of Technology in Business Education

The advent of technology in the late 20th and early 21st centuries further transformed Business Education. The integration of information and communication technology (ICT) into the curriculum revolutionized how business concepts were taught and learned. Students gained access to a wealth of online resources, simulation tools, and data analysis software, enhancing their learning experiences and preparing them for the tech-driven business landscape. As pointed out by Yusuf and Balogun (2021), the ability to leverage technology for research, collaboration, and communication has become a fundamental skill for today's business professionals.

Focus on Entrepreneurship and Innovation

In recent years, there has been a notable shift towards entrepreneurship within Business Education. With the rise of startups and a growing emphasis on innovation, educational institutions have responded by offering specialized programs that foster entrepreneurial thinking and skill development. Courses on business planning, venture capital, and product development are now commonplace, equipping students with the knowledge needed to launch and manage their own enterprises. According to Okoye (2023), this focus on entrepreneurship reflects a broader societal trend towards self-employment and creativity, as individuals seek to create value and contribute to economic growth.

Globalization and Business Education

The globalization of business has also impacted the evolution of Business

Education. As companies expand their operations internationally, there is an increasing need for graduates who understand global markets, cultural diversity, and international business practices. Business Education programs are now incorporating global perspectives into their curricula, preparing students to navigate the complexities of the global marketplace. Courses on international business, cross-cultural communication, and global supply chain management have become essential components of modern Business Education, reflecting the interconnected nature of today's economy.

Objectives of Business Education

The primary objectives of Business Education are to prepare students for various roles in business, instill entrepreneurial skills, and develop a comprehensive understanding of economic principles. By imparting financial literacy and managerial competencies, Business Education programs aim to produce graduates who can adapt to different roles within organizations or even start their ventures. According to Okoye and Eze (2023), the curriculum focuses on personal and professional development, financial responsibility, and ethical decision-making, fostering students' ability to respond to real-world business challenges.

1. Preparing Students for Diverse Business Roles

Business Education aims to equip students with the necessary skills and knowledge to navigate various career paths in the business world. This includes roles in management, marketing, finance, human resources, and entrepreneurship. By providing a well-rounded education that covers key business concepts and practices, students gain a solid

foundation that enables them to understand the intricacies of organizational operations. The curriculum typically includes courses in accounting, business law, economics, and marketing, allowing students to develop a broad skill set that can be applied in multiple contexts.

2. Instilling Entrepreneurial Skills

In today's dynamic economic environment, entrepreneurship has become a vital focus of Business Education. Programs emphasize the importance of creativity, innovation, and problem-solving as essential entrepreneurial skills. By exposing students to real-world business scenarios, case studies, and entrepreneurial projects, Business Education cultivates an entrepreneurial mindset. Students learn how to identify market opportunities, develop business plans, and assess risks, which prepares them to launch their ventures or contribute to entrepreneurial initiatives within established organizations.

3. Developing Financial Literacy

A significant objective of Business Education is to enhance students' financial literacy, equipping them with the skills to manage personal and organizational finances effectively. Understanding financial principles, budgeting, investment strategies, and financial reporting is crucial for making informed decisions in both personal and professional contexts. Business Education programs often include courses that focus on accounting principles, financial analysis, and investment strategies, ensuring that students can analyze financial data and understand its implications for business operations.

4. Fostering Ethical Decision-Making

Ethics plays a critical role in business practices, and Business Education emphasizes the importance of ethical decision-making. Students are encouraged to consider the ethical implications of their actions and decisions within a business context. The curriculum often incorporates discussions on corporate social responsibility, ethical leadership, and the impact of business decisions on stakeholders and society at large. By instilling a strong ethical foundation, Business Education prepares students to navigate complex moral dilemmas they may encounter in their professional careers.

5. Enhancing Professional Development and Employability Skills

Business Education is designed to enhance students' employability by equipping them with essential professional skills such as communication, teamwork, leadership, and critical thinking. Through group projects, presentations, and interactive learning experiences, students develop the soft skills that employers value in the workplace. Additionally, internships and practical experiences integrated into the curriculum provide students with real-world exposure, allowing them to apply their knowledge and skills in actual business settings. This hands-on approach not only enhances their understanding of theoretical concepts but also makes them more competitive in the job market.

6. Understanding Economic Principles

Business Education also aims to instill a solid understanding of economic principles and their impact on business operations. Students learn about microeconomics, macroeconomics, market dynamics, and the role of government in the economy. This knowledge enables them to analyze economic trends, assess market conditions, and

understand how economic factors influence business decisions. By integrating economic principles into the curriculum, Business Education helps students develop a comprehensive perspective on the interplay between business and the economy.

Concept of Information and Communication Technology (ICT)

Information and Communication Technology (ICT) encompasses a broad range of tools, systems, and resources used to store, process, transmit, and retrieve information. This multifaceted domain includes hardware such as computers, tablets, and smartphones; software applications; internet connectivity; digital platforms; and multimedia tools like video conferencing and interactive content. The integration of ICT into various sectors has revolutionized how information is disseminated and accessed, fundamentally altering the landscape of education.

In the context of education, ICT serves as a catalyst for enhancing teaching and learning experiences. It allows educators to create engaging and interactive learning environments that cater to diverse learning styles. For instance, digital platforms enable educators to utilize multimedia resources such as videos, animations, and simulations that can make complex concepts more comprehensible and appealing to students. According to Yusuf and Balogun (2021), ICT plays a transformative role by enabling new forms of interaction, collaboration, and knowledge-sharing, making it an essential component of modern teaching and learning.

Moreover, ICT facilitates access to a wealth of information and educational resources beyond traditional textbooks. Students can explore online databases, e-books,

academic journals, and open educational resources (OER), which greatly enrich their learning opportunities. This democratization of information empowers students to engage in self-directed learning and fosters critical thinking, as they can evaluate and synthesize information from various sources.

In addition, ICT promotes collaboration among students and educators, transcending geographical barriers. Online communication tools, such as discussion forums, chat applications, and social media platforms, enable students to collaborate on projects, share ideas, and participate in discussions, fostering a sense of community and enhancing the learning experience. This collaborative learning approach is essential in preparing students for the increasingly interconnected and collaborative nature of the modern workforce.

Furthermore, the integration of ICT in education supports the development of digital literacy skills, which are crucial for success in today's technology-driven world. Students learn to navigate digital tools, critically assess online information, and utilize technology for problem-solving and decision-making. These skills are not only essential for academic success but also for future employability in various fields, as most industries increasingly rely on technology for their operations.

Despite its numerous advantages, the effective implementation of ICT in education faces challenges. Issues such as limited infrastructure, inadequate training for educators, and the digital divide can hinder the widespread adoption of technology in teaching and learning. Addressing these challenges requires concerted efforts from

policymakers, educational institutions, and stakeholders to ensure equitable access to ICT resources and training.

ICT's Role in Modern Education

The role of ICT in education extends beyond simply providing access to digital resources; it includes facilitating active learning, promoting collaboration, and encouraging critical thinking. ICT tools support diverse learning styles, making education more inclusive and accessible. Yusuf and Balogun (2021) emphasize that ICT allows for customized learning experiences, where educators can adapt content to the needs and preferences of individual students, ultimately enhancing engagement and retention.

Challenges in Implementing ICT in Education

Although ICT offers numerous benefits, its implementation in Nigerian universities faces challenges such as limited infrastructure, high costs, and inadequate training for educators. The digital divide, which refers to unequal access to ICT tools, is a significant barrier. Students in underserved areas may have limited exposure to these technologies, affecting their academic experience and future career opportunities. Okoye and Eze (2023) highlight that addressing these challenges requires strategic investments in infrastructure and capacity building to enable equitable access to ICT resources.

Concept of Teaching and Learning

Teaching and learning are interconnected processes aimed at knowledge transmission and skill acquisition. Teaching involves the organization and delivery of content, while learning focuses on the assimilation and application of this knowledge.

According to Eze and Nnamdi (2020), effective teaching and learning require a balanced approach that combines theoretical instruction with practical application to ensure holistic student development.

As highlighted by Uche and Ibrahim (2019), the modern paradigm of teaching and learning has shifted from traditional teacher-centered methods to student-centered approaches. This shift emphasizes critical thinking, collaboration, and active participation, fostering a more engaging and effective learning environment. Moreover, Ogbonna (2021) asserts that integrating ICT into teaching and learning processes further enhances outcomes by providing innovative tools and techniques for content delivery.

The Role of Educators

Educators play a crucial role in facilitating effective teaching and learning. Their responsibilities extend beyond merely imparting knowledge; they must also create a conducive learning environment that encourages exploration, inquiry, and collaboration. Effective educators adapt their teaching strategies to accommodate diverse learning styles and needs, ensuring that all students have the opportunity to engage with the material meaningfully. This adaptability is essential in fostering an inclusive classroom atmosphere where every student feels valued and motivated to participate actively in their learning journey.

The Importance of Student Engagement

Student engagement is a fundamental aspect of the teaching and learning process. When students are actively involved in their learning, they are more likely to retain

information, develop critical thinking skills, and apply their knowledge to real-world situations. Engaged students demonstrate higher levels of motivation and satisfaction, which can lead to improved academic performance. Techniques such as group discussions, hands-on activities, and problem-based learning encourage active participation, allowing students to take ownership of their learning. Research by Fredricks, Blumenfeld, and Paris (2004) emphasizes that engagement encompasses emotional, behavioral, and cognitive dimensions, highlighting the need for comprehensive strategies to foster it in educational settings.

The Shift to Student-Centered Learning

The shift toward student-centered learning represents a significant change in educational practices. In traditional, teacher-centered approaches, the educator is the primary source of knowledge, often leading to passive learning experiences. In contrast, student-centered learning prioritizes the students' needs, interests, and experiences, allowing them to take an active role in their education. This approach encourages collaboration among peers, fostering communication and teamwork skills essential for success in both academic and professional environments. According to Hattie and Donoghue (2016), student-centered learning approaches have been shown to enhance learning outcomes and increase students' motivation to learn.

The Integration of Technology in Teaching and Learning

The integration of technology in teaching and learning has transformed the educational landscape. With the advent of digital tools and resources, educators can

create more interactive and engaging learning experiences. For example, multimedia presentations, online simulations, and educational software can facilitate varied learning experiences that cater to different learning styles. Additionally, technology enables access to a wealth of information and resources that can enhance students' understanding of complex concepts. According to Lai and Hwang (2016), the effective use of technology can promote active learning, critical thinking, and problem-solving skills among students, further enriching the teaching and learning process.

Assessment and Feedback

Assessment and feedback are integral components of effective teaching and learning. Assessments help educators gauge student understanding, identify areas for improvement, and adjust instructional strategies accordingly. Formative assessments, such as quizzes, discussions, and projects, provide ongoing feedback to students, allowing them to reflect on their learning and make necessary adjustments. Timely and constructive feedback fosters a growth mindset, encouraging students to view challenges as opportunities for development. Black and Wiliam (1998) argue that formative assessment is crucial for enhancing student learning and achievement, as it promotes a deeper understanding of the subject matter and encourages students to take responsibility for their learning.

The Collaborative Nature of Learning

Learning is inherently a collaborative process. Students benefit from working together to share ideas, solve problems, and construct knowledge collectively.

Collaborative learning fosters social interaction, which is essential for developing communication and interpersonal skills. Group projects, peer reviews, and study groups are effective strategies for promoting collaboration among students. According to Johnson and Johnson (2014), collaborative learning enhances critical thinking, problem-solving abilities, and interpersonal skills, preparing students for the teamwork and collaboration expected in the modern workplace.

Evolution of Teaching and Learning Approaches

Traditional teaching methods were largely teacher-centered, focusing on rote memorization and passive learning. However, with advancements in technology and pedagogy, there has been a shift towards student-centered learning, which promotes active engagement, self-directed learning, and collaboration. In the context of ICT, these approaches are further enhanced, as digital tools enable interactive content delivery, virtual simulations, and real-time feedback. Olawale and Adeniran (2022) emphasize that this shift makes learning more adaptable to different needs and learning styles, supporting a more holistic educational experience.

The Use of Computers for Effective Teaching and Learning of Business Education

Computers have become indispensable tools in modern education, providing both educators and students with access to vast digital resources and specialized software. In Business Education, students use computers for tasks such as data analysis, accounting simulations, and project management. For example, accounting software like QuickBooks enables students to learn practical skills in financial management, while

marketing simulations help them understand consumer behavior and market dynamics. Eke and Adewale (2022) highlight that computer-based learning provides hands-on experience that prepares students for the demands of the business world.

Advantages of Computers in Educational Delivery

Computers facilitate the management of educational content, allowing instructors to create and share presentations, multimedia lectures, and digital assessments. Learning Management Systems (LMS) such as Moodle or Blackboard enable efficient content distribution, tracking, and grading, enhancing the overall organization of academic programs. Olawale and Adeniran (2022) note that computers contribute to a more streamlined educational process, where students can access resources anytime, supporting self-paced learning and better academic performance.

The Use of Computers for Effective Teaching and Learning of Business Education

Computers are at the heart of modern-day teaching and learning, playing an essential role in enhancing educational outcomes. In Business Education, computers facilitate a wide range of academic activities, bridging the gap between theoretical knowledge and practical application. Educators rely on computers to create instructional materials, deliver interactive multimedia presentations, and assess students using advanced tools such as automated grading systems. This integration makes the learning process more engaging, efficient, and tailored to the needs of students.

For students, computers provide opportunities to engage with real-world business tools and applications, which are crucial for developing practical, job-relevant skills.

These include spreadsheet software for financial analysis, database management systems for organizational operations, and accounting software like QuickBooks for financial reporting. According to Adenuga and Faloye (2023), hands-on exposure to such tools fosters a deep understanding of business processes and builds students' confidence to excel in industry-specific roles.

Furthermore, computers play a significant role in supporting personalized learning experiences. Learning Management Systems (LMS) such as Blackboard, Canvas, and Moodle allow students to access lecture notes, participate in discussions, and complete assignments at their own pace. This flexibility promotes self-directed learning, enabling students to explore topics beyond the classroom curriculum. The benefits extend to inclusive education, as assistive technologies integrated into computers help students with disabilities access educational materials effectively.

Despite their transformative impact, the use of computers in Business Education faces challenges, including inadequate infrastructure, insufficient computer access, and limited technical expertise among educators and students. These challenges hinder the seamless adoption of computer-based learning tools in many institutions. Addressing these issues requires concerted efforts by stakeholders to invest in modern facilities, provide training programs for educators, and ensure equitable access to computing resources for all students.

The Use of Telecommunication for Effective Teaching and Learning of Business Education

Telecommunication systems, including mobile phones, SMS platforms, and messaging applications, serve as vital tools for effective communication in education. In Business Education, these systems enable seamless interaction between educators and students, ensuring the timely dissemination of information. Through telecommunication, instructors can share updates about lectures, assignments, and academic schedules, creating a more structured and organized learning environment.

One of the standout benefits of telecommunication in Business Education is its ability to bridge the gap between urban and rural students. Instructors can use mobile phones or SMS services to provide academic guidance to students who may not have access to traditional classroom settings. For distance education programs, telecommunication systems are indispensable, allowing students to participate in real-time discussions, receive feedback on assignments, and engage in collaborative activities regardless of their geographical location. Yusuf (2021) highlights that telecommunication tools foster inclusivity, ensuring that students in underserved areas have access to the same quality of education as their peers in urban centers.

Additionally, telecommunication supports collaborative learning through platforms such as WhatsApp, Telegram, and Signal. These platforms enable students to form virtual study groups, share resources, and discuss course-related topics in real-time.

This interaction not only enhances understanding but also builds essential teamwork and communication skills that are invaluable in the business world.

However, there are challenges to the effective use of telecommunication in education. High costs of data plans, inconsistent network coverage, and a lack of digital literacy among some students and educators can limit the potential of these systems. Addressing these barriers requires affordable telecommunication solutions, improved network infrastructure, and targeted digital literacy programs for both students and teachers.

The Use of the Internet for Effective Teaching and Learning of Business Education

The internet has revolutionized education by providing access to a wealth of knowledge and resources. In Business Education, it serves as a powerful tool for fostering research, enhancing academic engagement, and connecting students to global opportunities. Through the internet, students can access academic journals, e-books, case studies, and online tutorials, which help them broaden their understanding of key business concepts and stay informed about global trends.

For educators, the internet offers tools and platforms that transform traditional teaching methods into more dynamic and interactive experiences. Platforms like Google Classroom, Microsoft Teams, and Edmodo enable educators to share resources, administer quizzes, and communicate directly with students in real-time. The internet also supports the integration of multimedia content such as videos, infographics, and simulations into lectures, making learning more engaging and accessible. According to

Ogundele (2023), the internet fosters global connectivity by allowing students to participate in webinars, virtual internships, and cross-border academic collaborations.

The internet also plays a critical role in promoting self-directed learning. Students can independently explore business topics, complete online certification programs, and engage in virtual internships to develop practical skills. This exposure prepares them for the complexities of the business world, equipping them with both theoretical knowledge and hands-on experience.

Despite these advantages, the use of the internet in Business Education is hindered by several challenges, including unreliable connectivity, high data costs, and the digital divide between rural and urban areas. Overcoming these challenges requires strategic investments in broadband infrastructure, implementation of affordable internet plans, and government-led initiatives to ensure equitable access for all students.

The Use of Video Conferencing Tools for Effective Teaching and Learning of Business Education

Video conferencing tools, such as Zoom, Microsoft Teams, and Google Meet, have become essential in delivering remote education, particularly in the context of Business Education. These tools allow educators to host virtual lectures, conduct workshops, and facilitate interactive sessions that closely mimic the traditional classroom experience. Features like screen sharing, breakout rooms, and real-time polling make it easier to engage students and maintain a collaborative learning environment.

One of the primary advantages of video conferencing tools is their ability to connect students with industry professionals and experts. Through guest lectures and virtual mentorship programs, students gain insights into real-world business practices, enhancing their understanding of theoretical concepts. Video conferencing also supports experiential learning through virtual internships and case study discussions, exposing students to global perspectives and diverse work cultures. According to Balogun (2021), these tools promote active learning and build students' confidence to participate in discussions and group projects.

Video conferencing tools are also valuable in accommodating diverse learning needs. Recorded lectures, for instance, allow students to revisit complex topics at their own pace, while interactive features encourage participation from shy or introverted learners. However, the effectiveness of video conferencing depends on access to reliable internet, appropriate devices, and digital literacy. Technical issues such as connectivity disruptions and difficulties navigating the platform can hinder learning experiences.

To address these issues, educational institutions must provide adequate technical support, ensure that all students and teachers have access to the necessary resources, and conduct training sessions to familiarize users with video conferencing tools. These steps will enable institutions to leverage the full potential of video conferencing to enhance Business Education.

Summary of Reviewed Literature

The reviewed literature in this chapter has provided an in-depth understanding of the significant role Information and Communication Technology (ICT) plays in enhancing the teaching and learning of Business Education. The chapter highlighted how various ICT tools computers, telecommunication systems, the internet, and video conferencing platforms have transformed educational practices, bridging gaps between traditional and modern methodologies and preparing students for the demands of the 21st-century business environment.

The discussion on the use of computers emphasized their centrality to modern education. Computers were shown to be invaluable for tasks such as preparing lecture notes, delivering multimedia presentations, and conducting assessments. Students benefit from the use of specialized software that mirrors industry applications, such as accounting programs and project management tools, which enable them to acquire practical skills necessary for the workplace. Additionally, the role of Learning Management Systems (LMS) like Moodle and Blackboard was highlighted, demonstrating how these platforms facilitate personalized learning and improve academic outcomes. Despite these advantages, challenges such as inadequate computer resources and lack of technical expertise among educators were identified, underscoring the need for enhanced infrastructure and professional training.

Video conferencing tools were another focal point of the reviewed literature. Platforms such as Zoom, Microsoft Teams, and Google Meet were shown to be effective

in ensuring continuity in education, especially during disruptions like the COVID-19 pandemic. These tools replicate traditional classroom interactions through features like screen sharing, breakout rooms, and live polls, which enhance engagement and collaborative learning. Moreover, their use in hosting guest lectures and virtual field trips bridges the gap between theoretical knowledge and practical application. However, technical difficulties, lack of digital literacy, and limited access to required devices were identified as barriers to their effective use.

Across the literature, a recurring theme was the transformative potential of ICT in Business Education. The tools reviewed offer numerous benefits, including improved accessibility, interactivity, and skill acquisition. They also foster a global perspective by connecting students to international opportunities and resources. However, the challenges associated with the adoption of ICT tools ranging from infrastructural deficiencies to socio-economic disparities were repeatedly emphasized. These barriers necessitate targeted interventions, including government investment in technology, teacher training programs, and strategies to make ICT resources more affordable and accessible.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter focuses chapter on the methods the researcher used to fully execute and carryout the study. It is organized under the following subheadings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of Research Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research adopted a descriptive survey design. According to Creswell (2018), a survey design allows researchers to collect detailed information from a representative sample. This design is suitable for collecting data on opinions, attitudes, and perceptions regarding the use of ICT tools in enhancing the teaching and learning of Business Education.

Population of the Study

The population of this study comprised one hundred and eighteen (118) Business Education students in the Department of Vocational and Technical Education in the university of Benin, Benin City, Edo state

Sample and Sampling Techniques

The sample size of this study was made of up one hundred and eighteen 118 business education students, in the Department of Vocational and Technical Education in the University of Benin, Benin City, Edo state. As a result of the manageable size, the entire population was used as the sample, hence, a census.

Instrumentation

The instrument used for data collection was a self-structured questionnaire, tiled:" The Influence of Information and communication technology for Enhancing Effective Teaching and Learning of Business Education Programme in universities in Edo state. Questionnaire"(IICTEETLBEQ). The questionnaire was segmented into two sections A and B. Section A measures the demographic variable of the respondent such as gender, level and institution. while Section B, comprised twenty (20) item statements which were drawn from the research questions. The respondents, rated the items on a four-point rating scale, Very High Extent(VHE) 4. High Extent(HE) 3. Low Extent (LE) 2 and Very Low Extent(VLE))

Validity of the Instrument

The instrument for data collection was face validated by the researcher supervisor and other experts in Fine and Applied Ant education and the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin city, Edo state it was suggested among others that the rating scale be changed from (SA, A. D. SD) Strongly Agree, Agree, Disagree, Strongly Disagree be changed to (VHE. HE,VLE, LE) Very High Extent, High Extent, Low Extent, Very Low Extent. Also, suggested that level of students be added to the demographic data. These correction and other suggestions, clarity and recommendations were included into the final draft of the instrument.

Reliability of the Instrument

To establish the reliability of the instrument, copies of the instrument were administered to the twenty (20) business education undergraduate students from Ambrose All University, who were not part of the study population. Thereafter Cronbach statistical tool was used to ascertain consistency. It yielded an alpha value of 0.79, hence the instrument was considered reliable.

Method of Data Collection

The questionnaire was administered to the respondents by the researcher with the help of research assistant who was briefed on the procedure to be used in administering the questionnaire.

Method of Data Analysis

The data collected from the respondents was analysed using mean (x), standard deviation (SD) and two sample independent t-test. The mean and standard deviation were used to answer that data collected for the research questions while two sample independent t-test was used to test hypothesis at 0.05 level of significance. Decision rule was based on mean value of 2.50 such that any calculated mean (x) equal or greater than 2.50 was regarded as high extent while any mean (x) less than 2.50 was regarded as low extent. On the basis of the hypothesis, the probability value (p) was used. If p-value rule was less than or equal to 0.05, null hypothesis was not retained, but if p-value was greater than 0.05, null hypothesis was retained.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with presentation of results and discussion of findings. The results of the analysis are presented in the order of the research questions that guided the study.

Presentation of Results

Research Question One

To what extent does the use of computers influence the teaching and learning of the Business Education program in universities in Edo State?

Table 1: Mean and standard deviation showing the influence of use of computers on teaching and learning of the Business Education program in universities

S/N	Item	N	Mean	SD	Remarks
1	The use of computers enhances the teaching and learning experience in Business Education.	118	3.37	.715	High Extent
2	Computers provide access to relevant software and tools that improve Business Education learning.	118	3.58	.572	High Extent
3	Computer-based learning tools, such as simulations and tutorials, improve my understanding of Business Education concepts.	118	3.40	.693	High Extent

4	Using computers in class helps me conduct research and gather information effectively.	118	3.29	.696	High Extent
5	The use of computers in Business Education supports the development of practical skills required in the business field.	118	3.31	.897	High Extent
	Cluster Mean		**3.39**	**0.12**	**High Extent**

Note: SD (Standard Deviation), N (Sample Size)

In response to research question one, Table 1 showed that the respondents rated item one to five as high extent with a mean rating ranging from 3.29 to 3.58 while the standard deviation also ranges from .572 to .897. The cluster mean indicates a mean of 3.39. With these results, the above mean score shows that the use of computers influences the teaching and learning of the Business Education program in universities in Edo State to a high extent.

Research Question Two

To what extent does telecommunication systems influence the teaching and learning of the Business Education program in universities in Edo State?

Table 2: Mean and standard deviation showing the influence of telecommunication systems

on teaching and learning of the Business Education program in universities

S/N	Item	N	Mean	SD	Remarks
1	Telecommunication tools such as mobile phones and SMS platforms help me stay connected with my lecturers.	118	3.44	.669	High Extent
2	Telecommunication systems like WhatsApp and email improve communication and interaction with my classmates and lecturers.	118	3.44	.639	High Extent
3	I can easily access important course updates and announcements through telecommunication systems.	118	3.31	.701	High Extent
4	Telecommunication systems facilitate collaboration with my peers on assignments and projects.	118	3.21	.750	High Extent
5	I use telecommunication tools for submitting assignments and receiving feedback from my lecturers.	118	3.19	.715	High Extent
	Cluster Mean		**3.32**	**0.04**	**High Extent**

Note: SD (Standard Deviation), N (Sample Size)

In response to research question two, Table 2 showed that the respondents rated item one to five as high extent with a mean rating ranging from 3.19 to 3.44 while the standard deviation also ranges from .639 to .750. The cluster mean indicates a mean of 3.32. With these results, the above mean score shows telecommunication systems influence the teaching and learning of the Business Education program in universities in Edo State to a high extent.

Research Question Three

To what extent does internet influence the teaching and learning of the Business Education program in universities in Edo State?

Table 3: Mean and standard deviation showing the influence of internet on teaching and learning of the Business Education program in universities

S/N	Item	N	Mean	SD	Remarks
1	The internet provides access to a wide range of online resources for Business Education.	118	3.37	.627	High Extent
2	The internet allows me to participate in online discussions and forums related to Business Education.	118	3.21	.667	High Extent
3	I use the internet to access e-books, articles, and journals that are essential for my Business Education	118	3.29	.723	High Extent

	studies.				
4	The internet supports my ability to conduct research for Business Education projects and assignments.	118	3.19	.658	High Extent
5	The internet helps me stay updated with the latest trends, news, and developments in the business world.	118	3.37	.793	High Extent
	Cluster Mean		**3.29**	**0.07**	**High Extent**

Note: SD (Standard Deviation), N (Sample Size)

In response to research question three, Table 3 showed that the respondents rated item one to five as high extent with a mean rating ranging from 3.19 to 3.37 while the standard deviation also ranges from .627 to .793. The cluster mean indicates a mean of 3.29. With these results, the above mean score shows internet influence the teaching and learning of the Business Education program in universities in Edo State to a high extent.

Research Question Four

To what extent does video conferencing tool influence the teaching and learning of the Business Education program in universities in Edo State?

Table 4: Mean and standard deviation showing the influence of video conferencing tool

influence the teaching and learning of the Business Education program in universities

S/N	Item	N	Mean	SD	Remarks
1	Video conferencing tools such as Zoom and Google Meet enhance the delivery of Business Education lectures.	118	3.44	.698	High Extent
2	Through video conferencing, I am able to engage with lecturers in real-time and clarify difficult concepts.	118	3.54	.609	High Extent
3	Video conferencing tools allow guest lecturers and industry experts to interact with students in Business Education.	118	3.48	.641	High Extent
4	Video conferencing improves my ability to participate in group discussions and projects in Business Education.	118	3.29	.637	High Extent
5	Video conferencing tools provide an opportunity for me to receive real-time feedback and support from lecturers.	118	3.46	.609	High Extent

Cluster Mean	**3.44**	**0.04**	**High Extent**

Note: SD (Standard Deviation), N (Sample Size)

In response to research question four, Table 4 showed that the respondents rated item one to five as high extent with a mean rating ranging from 3.29 to 3.54 while the standard deviation also ranges from .609 to .698. The cluster mean indicates a mean of 3.44. With these results, the above mean score shows that video conferencing tool influence the teaching and learning of the Business Education program in universities in Edo State to a high extent.

Discussion of Finding

The findings of research question one revealed that the use of computers influences the teaching and learning of the Business Education program in universities in Edo State to a high extent. This finding corroborates with that of Eke and Adewale (2022) highlight that computer- based learning provides hands-on experience that prepares students for the demands of the business world. Adenuga and Faloye (2023), hands-on exposure to such tools fosrers a deep understanding of business processes and builds students confidence to excel in industry – specific roles.

Research question two findings indicated that internet influence the teaching and learning of the Business Education program in universities in Edo State to a high extent. This finding is in line with that of Ogundele (2023), the internet fosters global

connectivity by allowing students to participate in webinars, virtual internships, and cross –border academic collaborations.

The data output of research question three showed that telecommunication systems influence the teaching and learning of the Business Education program in universities in Edo State to a high extent. This finding support that of Yusuf (2021) highlights that telecommunication tools foster inclusivity, ensuring that students in underserved areas have access to the same quality of education as their peers in urban centers.

The findings of research questions four depicted that Video conferencing tool influence the teaching and learning of the Business Education program in universities in Edo State to a high extent. This finding is in agreement with that of Balogun (2021), these tools promote active learning and build students confidence to participate in discussion and group projects.

.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on summary, conclusion and recommendations.

Summary

This study examined the influence of information and communication technology for enhancing effective teaching and learning of business education programme in universities in Edo state. Four research questions were raised to guide the study.

The study employed a descriptive survey research design. The population of this study comprises 118 Business Education students in the Department of Vocational and Technical Education in the university of Benin, Benin City, Edo state. The sample size of this study was made of up 118 business education students, in the department of Vocational and Technical Education in the University of Benin, Benin City, Edo state. As a result of the manageable size, the entire population was used as the sample, hence, a census. The instrument used for data collection was a self-structured questionnaire, tiled:" The Influence of Information and communication technology for Enhancing Effective Teaching and Learning of Business Education Programme in universities in Edo state. Questionnaire"(IICTEETLBEQ). The questionnaire was segmented into two sections A

and B. Section A measures the demographic variable of the respondent such as gender, level and institution. while Section B, comprised twenty (20) item statements which were drawn from the research questions. The respondents, rated the items on a four-point rating scale, Very High Extent (VHE) 4. High Extent (HE) 3. Low Extent (LE) 2 and Very Low Extent (VLE)). The instrument for data collection was face validated by the researcher supervisor and other experts in Fine and Applied Ant education and the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin city, Edo state. To establish the reliability of the instrument, copies of the instrument were administered to the twenty (20) Fine and applied art undergraduate students from Ambrose All University, who were not part of the study population. Thereafter Cronbach statistical tool was used to ascertain consistency. It yielded an alpha value of 0.79, hence the instrument was considered reliable. The data collected was analyzed using mean and standard deviation using Statistical Packages for the Social Science (SPSS). The findings generally showed that information and communication technology influence effective teaching and learning of business education programme in universities in Edo state. The major findings of the study were as follows:

1. The use of computers influences the teaching and learning of the Business Education program in universities in Edo State to a high extent.
2. Telecommunication systems influence the teaching and learning of the Business Education program in universities in Edo State to a high extent.

3. Internet influence the teaching and learning of the Business Education program in universities in Edo State to a high extent.
4. Video conferencing tool influence the teaching and learning of the Business Education program in universities in Edo State to a high extent.

Conclusion

Based on the findings of the study, it was concluded that information and communication technology influence effective teaching and learning of business education programme in universities in Edo state. In other words, computers, telecommunication systems, the internet, and video conferencing are indispensable tools that facilitate effective teaching and learning process of business education courses.

Recommendations

The following recommendations were made

1. Government should provide adequate funding for Information and Communication Technology infrastructure, training, and resources.
2. Government should establish policies that support information and communication technology adoption and integration in business education program and offer grants for research and projects that promote information and communication based teaching and learning.
3. Students should be able to acquire skills in using digital tools, software, and platforms to enhance learning and productivity and engage in online discussions

and forums to enhance understanding, share knowledge, and collaborate with peers.

4. Ensuring that ICT equipment and infrastructure are properly maintained and functioning and offer technical support to syudents, lecturers, and other staff members to resolve ICT-related issues.

Suggestions for Further Studies

This study determined the influence of information and communication technology for enhancing effective teaching and learning of business education programme in universities in Edo state. The following suggestions for further research were outlined:

1. Factors affecting teaching and learning of business education programme in universities in Edo state.
2. Impact of Information and Communication Technology on Teaching and Learning Ability of Education Students in Universities in Edo State.
3. The Role of Information and Communication Technology in Teaching and Learning in Edo State.
4. The Extent of availability and utilization of information and communication technology resources in Business Education Programme of Education in Edo State.

REFERENCES

Abdullahi, A. & Yusuf, S. (2023). Examining the impact of ICT on student engagement and academic performance in Business Education. *Journal of Educational Innovation*, 15(2), 56-70.

Aina, T. & Adeyeye, A. (2015). The role of Business Education in fostering entrepreneurship and self-employment in developing economies. *Journal of Business Education*, 22(3), 78-91.

Ajayi, I. A., & Ekundayo, H. T. (2009). The application of information and communication technology in Nigerian secondary schools. *International NGO Journal, 4*(5), 281-286.

Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill.

Gliem, J. A., & Gliem, R. R. (2003). Calculating, interpreting, and reporting Cronbach's alpha reliability coefficient for Likert-type scales. *Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education.*

Okoli, C. & Igwe, U. (2016). Business education: A vehicle for sustainable economic development. *International Journal of Business Education*, 24(1), 45-60.

Okoye, D. & Eze, M. (2023). The challenges of ICT integration in Nigerian universities: Implications for business education. *International Journal of Educational Research*, 12(1), 30-41.

Olawale, D. & Adeniran, A. (2022). Enhancing teaching and learning in Business Education through ICT tools: A comparative study. *African Journal of Business Education*, 8(1), 22-35.

Osuji, U. S. A. (2016). Information and communication technology in education: Issues, benefits, and challenges. *Journal of Educational Research and Reviews, 11*(3), 56-66.

Taherdoost, H. (2016). Sampling methods in research methodology: How to choose a sampling technique for research. *International Journal of Academic Research in Management, 5*(2), 18-27.

Yusuf, M. & Balogun, F. (2018). Integrating ICT into Business Education: A framework for enhancing the teaching and learning process. *Journal of Educational Technology,* 13(2), 102-115.

Yusuf, M. & Balogun, F. (2021). The role of ICT in the transformation of higher education in Nigeria: Perspectives and challenges. *Journal of Higher Education Policy*, 14(2), 90-104.

APPENDIX A

Department of Vocation and Technical Education,

Faculty of Education,

University of Benin,

Benin City,

Edo State

17/04/2024.

Dear Respondent,

LETTER TO RESPONDENTS

My name is Favour John Abieyuwa, from the above-named institution. I am currently carrying out a research on “the influence of information and communication technology for enhancing effective teaching and learning of business education programme in universities in Edo state” I therefore solicit for your objective responses to the questions in this paper at this would give soundness and validity to this research work. This

questionnaire is purely for academic research purpose. Please read the questions carefully and give responses each of the items as best as you can. Your responses will be treated with strict confidentiality.

Thanks for your anticipated co-operation.

Yours faithfully,

Favour Edu 2011144

(Research Student)

APPENDIX B

QUESTIONNAIRE ON THE INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY ON THE EFFECTIVE TEACHING AND LEARNING OF BUSINESS EDUCATION PROGRAMMES IN UNIVERSITIES IN EDO STATE

Section A: Demographic Information

Instructions: Please tick [✓] where applicable.

1. **Name of Institution:** _____
2. **Gender:**

   ☐Male

   ☐ Female

Section B: Research Questions

Instructions: Please indicate your level of agreement with each statement by ticking [✓] the appropriate box. Use the following scale:

- **VHE** = Very High Extent
- **HE** = High Extent
- LE = Low Extent
- **VLE** = Very Low Extent

S/N	**Influence of Computers on Teaching and Learning in Business Education**	**VHE**	**HE**	**LE**	**VLE**
1	The use of computers enhances the teaching and learning experience in Business Education.				
2	Computers provide access to relevant software and tools that improve Business Education learning.				
3	Computer-based learning tools, such as simulations and tutorials, improve my understanding of Business Education concepts.				

4	Using computers in class helps me conduct research and gather information effectively.				
5	The use of computers in Business Education supports the development of practical skills required in the business field.				
Q2	**Influence of Telecommunication Systems on Teaching and Learning in Business Education**	**VHE**	**HE**	**LE**	**VLE**
6	Telecommunication tools such as mobile phones and SMS platforms help me stay connected with my lecturers.				
7	Telecommunication systems like WhatsApp and email improve communication and interaction with my classmates and lecturers.				
8	I can easily access important course updates and announcements through telecommunication systems.				
9	Telecommunication systems facilitate collaboration with my peers on assignments and projects.				

10	I use telecommunication tools for submitting assignments and receiving feedback from my lecturers.				
Q3	**Influence of the Internet on Teaching and Learning in Business Education**	**VHE**	**HE**	**LE**	**VLE**
11	The internet provides access to a wide range of online resources for Business Education.				
12	The internet allows me to participate in online discussions and forums related to Business Education.				
13	I use the internet to access e-books, articles, and journals that are essential for my Business Education studies.				
14	The internet supports my ability to conduct research for Business Education projects and assignments.				
15	The internet helps me stay updated with the latest trends, news, and developments in the business world.				
Q4	**Influence of Video Conferencing Tools on Teaching and Learning in Business Education**	**VHE**	**HE**	**LE**	**VLE**

16	Video conferencing tools such as Zoom and Google Meet enhance the delivery of Business Education lectures.				
17	Through video conferencing, I am able to engage with lecturers in real-time and clarify difficult concepts.				
18	Video conferencing tools allow guest lecturers and industry experts to interact with students in Business Education.				
19	Video conferencing improves my ability to participate in group discussions and projects in Business Education.				
20	Video conferencing tools provide an opportunity for me to receive real-time feedback and support from lecturers.				

APPENDIX C

OUTPUT OF RELIABILITY OF THE STUDY

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.810	20

APPENDIX D

OUTPUT OF RESEARCH QUESTIONS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	118	1	4	3.37	.715
Q2	118	2	4	3.58	.572
Q3	118	2	4	3.40	.693
Q4	118	1	4	3.29	.696
Q5	118	1	4	3.31	.897
Valid N (listwise)	118				

Descriptive Statistics

	N	Minimu	Maximu	Mean	Std.

		m	m		Deviation
VAR00001	5	3.29	3.58	3.3900	.11511
VAR00002	5	.57	.90	.7146	.11664
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q6	118	2	4	3.44	.669
Q7	118	2	4	3.44	.639
Q8	118	2	4	3.31	.701
Q9	118	1	4	3.21	.750
Q10	118	2	4	3.19	.715
Valid N (listwise)	118				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00003	5	3.19	3.44	3.3180	.12029

VAR00004	5	.64	.75	.6948	.04264
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q11	118	2	4	3.37	.627
Q12	118	2	4	3.21	.667
Q13	118	1	4	3.29	.723
Q14	118	2	4	3.19	.658
Q15	118	1	4	3.37	.793
Valid N (listwise)	118				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00005	5	3.19	3.37	3.2860	.08532
VAR00006	5	.63	.79	.6936	.06549
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q16	118	1	4	3.44	.698
Q17	118	2	4	3.54	.609
Q18	118	2	4	3.48	.641
Q19	118	2	4	3.29	.637
Q20	118	2	4	3.46	.609
Valid N (listwise)	118				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00007	5	3.29	3.54	3.4420	.09284
VAR00008	5	.61	.70	.6388	.03636
Valid N (listwise)	5				