



## Digitalization of Business Education Programme in Tertiary Institutions in Delta State, Nigeria: Challenges and Prospects

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### ABSTRACT

*The study investigated the digitalization of business education programme in tertiary institutions in Delta State, Nigeria: Challenges and Prospects. The descriptive survey research design was adopted for the study. To achieve the main purpose of the study two research questions were answered while two null hypotheses were tested at a 0.05 level of significance. The population consisted of 125 Business Education lecturers from Delta State University, Abraka, University of Delta, Agbor, Federal College of Education (Tech), Asaba, College of Education, Mosogar, and College of Education, Warri. No sampling was done; all 125 Business Education lecturers were used. The study used a structured, face-validated questionnaire to obtain data. The Cronbach's Alpha statistical tool was used to obtain reliability of 0.82 and 0.84. All 125 questionnaires were retrieved. Mean and standard deviation were utilized to answer research questions, and T-test statistics was employed to test the null hypothesis at 0.05 level of significance. The study indicated that tertiary institutions in Delta State are confronted with many challenges in digitalizing business education. The survey found that the funding of digitalization in business education programme in Delta State tertiary institutions was high. Also, it has benefited lecturers and students, allowing students to study independently and lecturers to access high-quality information. The study recommended among others that tertiary institutions should deliver pre-service and in-service training on digital technology use to students and lecturers to enhance the number of ICT-oriented lecturers and students.*

### ARTICLE INFO

#### Article History

Received: February, 2022

Received in revised form: March, 2022

Accepted: May, 2022

Published online: June, 2022

### KEYWORDS

Digitalization, Business Education, Tertiary Institution, Challenges, Prospect

### INTRODUCTION

In this 21<sup>st</sup> century, the entire world has recognized that Information and Communication Technology (ICT) is relevant in all aspect of life of the people. ICT have turn out to be the most essential element in the speedy advancement of any society (Irele, 2021). It has been upheld in time past that most countries advanced speedily because of their technical skills in ICT. The Nigerian National Policy on ICT in Education (NPIE) defines Information Communication Technology (ICT) as "the art and applied sciences that deal with data and information. It encompasses all (equipment including computational machinery – computers, hardware, software, firmware, etc., tools, methods, processes, practices, procedures, concepts, principles, and the sciences) that come into play in the conduct of the

information activities: acquisition, representation, processing, presentation, security, interchange, transfer, management, organization, storage, and retrieval of data and information" (NPIE, 2019; Akpojotor, 2022).

These tools originated with the introduction of calculators, voice recorders, and televisions, among others. Current technological advances include the computer, word processors, and the World Wide Web (www). Wang, (2020) defined "web as a series of interconnected documents stored on computer site or websites. Internet accessibility facilitates e-learning within the educational system. Internet accessibility E-learning in the educational system uses Zoom, Skype, Google Meet, and Microsoft Team to relay chat and communicate globally. E-portfolios, cyber infrastructures, digital libraries, and online learning object repositories facilitate online



idea exchange. There are also e-modules which are written and could be converted and stored into a digital format. Therefore, the world has been made a global village because of ICT which has impelled in a peerless way the fading away of space and time in the world today. As globalization has become the order of the day, the need for digitization has become more necessary.

Digitalization is the creation of a digital image for display on a computer, a local area network, or the Internet. The process of transforming a text, print, manuscript, image or sound, film, or video recording from print to digital is also known as digitization. The technique for converting to digital format that can be electronically stored and accessed by a computer comprises essentially of picking a physical object and then capturing the document using a scanner or digital camera to convert it to digital format. According to Ile and Mekuri-Ndimele (2021), digitalization is the electronic process of transferring information from analogue to digital representation. According to Reis et al. (2020), digitalization is the transformation of analogue data into digital language.

Therefore, digitalization may be defined as the adoption or increase in use of digital or computer technology by an organization, industry, nation, etc. Digitalization in education refers to the use of personal computers, desktop computers, laptops, tablets, mobile devices, the internet, software applications, and other digital technologies to improve the teaching/learning and research processes.

Digitalization has changed our educational system, but it has not eliminated classroom instruction. It saves resources which can be seen from the online exam systems which have reduced paper use by restricting tree felling. Consequently, the digitization of education system has moved beyond the use of teaching and learning tools. Diverse studies have concluded that digitalization has expanded the learning process beyond traditional classroom training, and that technology tools have permitted more effective information transfer than classroom-only instruction.

Digitalization of Business Education will increase students' ICT abilities, intellectual and business competencies, and make them

employable in the work force. For efficient entrepreneurial activity in the current technological era, business graduates need basic digital skills in ICT usage, organization, and management. Business education should embrace digitalization to produce quality students who will become successful in the modern business world. Turner (2005) agreed that those in education (including business education) has advanced quickly in educational technology. Hence, Business education lecturers must have ICT abilities to transfer students' digitalized entrepreneurial skills. They should make use of a variety of digital tools such as email, desktop conferencing, online programmes like web CT and Blackboard, and video conferencing to prepare business students for post-graduation self-sufficiency (Olaniyi, 2022). Ipso facto, as digitalization of Business Education programme has become more relevant in this post-COVID 19 era, the students as well as lecturers need to adapt to this new development in the education system.

#### BUSINESS EDUCATION DIGITALIZATION BENEFITS

ICT's tremendous growth in recent years has boosted numerous human endeavours. Its' introduction and development has led to high-tech tools, equipment, and software programmes, requiring human capital to acquire and utilize this knowledge (Tambuwal & Yusuf, 2020). However, education equips people to contribute to themselves and their community. For a nation to grow technologically, its educational system must use technology to teach, learn, and research. Without appropriate training of the younger generation to use ICTs professionally, the rapidly shifting and modest environment in Nigeria cannot be significant today (Igberaharha, 2009). Effective use of ICT in business education programmes would benefit both lecturers and students, which might lead to improved instruction. Some of the benefits include:

**Digitalization helps to prepare the current generation of business education students for the world of work:** When the business education students are technologically literate or have the ability to make use of ICT effectively and efficiently it may give them



competitive advantage in a progressively more global labour market.

**Digitalization assists to motivate students to learn:** Digitalization encourages student learning by stimulating students' attention and concretizing their ideas in appealing ways. The process can be repeated to accommodate slow and fast learners. Using TVs, films, and multimedia computers that blend music, text, and motivational images, real and inspiring information may engage students in the learning process. ICT can boost students' cognitive development, motivation, and interaction (Adi, 2010). This statement accords with Joshi and Chugh, as cited by Ohiwerei et al. (2013), that ICT can promote and engage students in learning. Hence, when ICT is applied as instructional devices it would enhance the individualization of teaching and learning, which is absent in most classrooms due to the high student-teacher ratio.

**Digitalization enhances teacher training:** It has helped to enhance access to good quality information and giving out of such information to many beneficiaries across the globe.

**Digitalization boosts educational effectiveness:** With ICT, business education students can receive explanations, compare experiences, reason, and understand many curricular ideas, and develop problem-solving skills (Akpan et al., 2010).

**Digitalization helps in transforming the learning environment into one that is learner-centred:** This is achieved as ICT promotes active- learning, collaborative learning, creative learning and integrative learning. Bransford et al. as cited in Adi (2010) affirmed that active learning allows students to decide when they need specific information and if they already understand it. Also, Ohiwerei et al. (2013) stated that technology gives students control over their learning environment and promotes active learning.

#### CHALLENGES OF DIGITALIZATION IN BUSINESS EDUCATION PROGRAMME

With the above remarkable benefits of digitalizing of the Business Education Programme, it is sad to note that the implementation of the digitalization process has been far from remarkable in our country. The reason is that there are many key factors

that hamper the successful digitalization of the education sector of developing countries especially Nigeria (Akpojotor et. al., 2011). However, only a few will be mentioned:

**Funding:** In unindustrialized countries, the cost of ICT equipment can be a barrier to reaching a large audience and making the service affordable to all. Digitalization is also plagued by misappropriated funds. Irele (2021) said that the Nigerian government has not adequately funded education, much less digital technologies. The country has not met the UNESCO benchmark of 26% of Gross National Product (GNP) for education, affecting digital education. Also high cost of ICT facilities hinder digital growth (Ajah & Chigozie, 2019).

**Poor Technical Infrastructure:** The technical infrastructure in developing countries is not highly developed, which means unreliable phone lines and slow Internet as a result of narrow bandwidth and poor internet connectivity (Anene, Imam, & Odumuh, 2014). Most students do not have a personal computer or laptop, so they access the internet in cyber cafes with shared bandwidth, resulting in slow connections. Bandwidth and connectivity limitations have led to slow downloading of engaging content to learners, causing frustration and boredom and hindering learning. Anene, *et al.* (2014) affirmed that engaging content requires a rich combination of multimedia components.

**Lack of Sufficient Power Supply:** Nigeria's constant power failure affects industries, institutions, and individuals, reducing productivity. Growing energy demand and meagre supply have hampered Nigeria's development (Ajayi & Ajanadu, 2009). Oshin, Adanikin, Fakorede, and Joseph (2019) said Nigeria's unreliable and erratic power supply shows the need for fault evaluation and reliability studies. Frequent power outages affect Nigeria's economy and education and slow down technological progress. Hence, most rural Nigerian areas are not connected to the grid and students leaving in such areas may have problems using ICT effectively.

**Lack of Computer Literacy:** This affects the acceptability of ICT/e-learning by students and teachers in educational institutes. The lack of



ICT training for lecturers and instructors makes it difficult for them to provide digital content, even when given all the required facilities. It has prevented some from using ICT in lesson preparation. According to Buabeng-Andoh (2012), one of the barriers to ICT is lack of teacher ICT skill.

**Cost of Internet Connectivity:** Accessing the internet is expensive in Nigeria (Akpojotor et. al., 2011; Akpojotor, 2022), hence, not affordable to some students. Aduke (2008) suggested that the government should make internet connectivity a priority for higher education to take advantage of ICTs' benefits.

**Limited expertise:** There are few technical staff in most Nigerian tertiary institutions to maintain digitalization. The use of ICT in higher education is hampered by a lack of trained personnel. Most institutions face technical challenges when it comes to digital learning (Shedden, 2020).

#### **Prospects of Digitalization in Business Education:**

The present position of the world as a result of the advent of the COVID-19 pandemic makes it imperative that traditional style of education be abandoned for a new mode of teaching/learning that incorporates digital technologies in all aspects. Nigeria has to embrace the new normal in terms of post-COVID-19. According to Irele (2021), this new normal has made certain learning necessary which is different from the way learning was conducted in the past. The author further added that there is a kind of paradigm shift in terms of teaching/learning which involves digitalization. It is in this respect that Nigeria has to embrace this new form of teaching/learning in its educational system. Interestingly, this recognition of the importance of digitalization to reposition the educational sector in Nigeria to meet global standards and competitiveness motivated the Ministry of Education to develop the National Policy on ICT in Education (NPIE) in collaboration with relevant stakeholder. Some of the objectives of this policy which was signed by the Minister of Education in May, 2019 include (NPIE, 2019):

- a) To facilitate the teaching and learning processes.
- b) To promote problem-solving, critical thinking and innovative skills.

- c) To promote life-long learning and advance knowledge.

- d) To enhance the various teaching/learning strategies required to meet the needs of the population.

The Nigerian guideline policy on ICT is comprehensive in scope and with this new normal; it must be updated to match the present situation in terms of the pandemic. Some stakeholders in Nigeria have voiced this out that Nigeria has to embrace digital technologies (Akpojotor, 2022). Nigeria has to deploy digital technologies in its educational system and business education in particular so that it will meet up with the competitive globalized world.

#### **Statement of the Problem**

Ever since the guideline for digital education was introduced in 2010 in Nigeria, it has been noted that not much has been achieved: Nigeria has not become educationally advanced in ICT. So there is fear that the new National Policy on ICT in Education (NPIE) may suffer the same fate. Therefore, for effective implementation of the NPIE, the Ministry of Education and relevant stakeholders additionally developed the National Implementation Guidelines for ICT in Education (NIGIE). The aim is to use a multi-sectoral approach to guide stakeholders towards a coordinated implementation of the policy, by providing viable options for translating the policy intentions to concrete actions and results (NIGIE, 2019). One of the approaches is to investigate the extent of the digitalization implementation in the various disciplines such as business education in order to determine the challenges and prospects involved.

However, it has been observed that the business education programme of most tertiary institutions in Delta State has not fully integrated the digital system in their programme. A visit to some of the institutions under study revealed that most of the institutions business education programmes seems to be having poor funding, lack of electricity and frequent power failure, poor technology infrastructure, low bandwidth, lack of internet connectivity, insufficient and inappropriate software, pedagogical integration of ICT into the educational system and insufficient human capital to impart these





digital technologies, which means those with skills in digital technologies are insufficient in numbers (Irele, 2021). It was also observed that there are insufficient computers and that most of the computer laboratories were either not available or equipped properly. Also, observed was lack of manpower for maintenance of the equipment. Could it be that the stakeholders are not interested in digitalizing the business education programme of these tertiary institutions?

If these observable challenges are allowed to continue unattended to, it may lead to poor production of ICT-oriented students, thereby affecting the competence of the students after graduation from their various institutions. It is against this back drop that the researcher decided to find out why these observable challenges and to see the extent to which digitalization will bring prospect to business education programme in tertiary institutions in Delta State.

#### **Purpose of the Study**

The main purpose of the study is to determine the extent of digitalization of business education programme in tertiary institutions in Delta State. The specific purpose is to determine:

1. The extent to which business education department is confronted with challenges in digitalization of the programme.
2. The extent to which business education department has made prospects in digitalization of the programme.

#### **Research Questions**

The following research questions guided the study.

1. To what extent is the business education department in tertiary institutions in Delta State confronted with challenges in digitalization of the programme
2. To what extent has the business education department in tertiary institutions in Delta State made prospects in digitalization of the programme.

#### **Hypotheses**

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

**H<sub>01</sub>:** There is no significant difference in the mean rating of male and female lecturers on the extent to which the business education department is

confronted with challenges in digitalization of the programme.

**H<sub>02</sub>:** There is no significant difference in the mean rating of male and female lecturers on the extent to which the Business Education department has made prospects in the digitalization of the programme.

#### **METHODOLOGY**

This study utilized a descriptive survey research design. 125 Business Education lecturers from Delta State University, Abraka, University of Delta, Agbor, Federal College of Education (Tech), Asaba, College of Education, Mosogar, and College of Education, Warri make up the population of this study. Due to the manageable size of the population, the researcher examined all the respondents. The data collection instrument was a 37-item structured questionnaire titled Digitalization of Business Education: Challenges and Prospects Questionnaire (DBECPQ). It utilized a 4-point rating scale and was divided into two clusters. 21 items on the first cluster were measured using Very High (VH) with 4 points, High (H) with 3 points, Low (L) with 2 points, and Very Low (VL) with 1 point. While sixteen items in the second cluster were measured using Very High Extent (VHE) with four points, High Extent (HE) with three points, Low Extent (LE) with two points, and Very Low Extent (VLE) with one point. The decision rule cut-off point was 2.50. This was validated by three experts from the Department of Business Education at Delta State University, Abraka. A pilot study was undertaken and the instrument was administered once to 17 Business Education lecturers from Federal College of Education, Omoku, Rivers State who were not involved in the study to determine the reliability of the instrument. The reliability coefficients obtained were 0.82 and 0.84, respectively. The instrument was administered to 125 business education lecturers with the assistance of two research assistants, and all instruments were retrieved. The descriptive statistics of mean and standard deviation were used to answer the research questions, while the null hypotheses were tested using the T-test at a significance level of 0.05.



## RESULTS

### Research Question 1

To what extent is the business education department in tertiary institutions in Delta State confronted with challenges in digitalization of

the programme.

The data for answering research question one is presented in Table 1 below:

**Table 1:** Mean and standard deviation of responses on extent to which business education department in tertiary institutions are confronted with challenges in digitalization of the programme (N=125)

S/N	Item Statements	Mean	SD	Remark
1.	Fund allocated for digitalization of business education programme.	2.60	0.63	H
2.	Financial implication of the digitalization of business education programme.	2.83	0.81	H
3.	The costs of purchasing ICT facilities.	3.86	0.86	VH
4.	Electricity power supply to ICT centres.	2.40	0.78	L
5.	Standby alternative power supply to the ICT facilities.	2.10	0.89	L
6.	Numbers of personal computers and laptops provided for the digitalization of the programme.	2.34	0.73	L
7.	Software for the digitalization process.	2.48	0.69	L
8.	Number of the students who do not have their personal computers and laptops for private practice after the normal classes.	2.90	0.61	H
9.	Students' possession of sophisticated phones for their use to ease the digitalization process.	2.47	0.77	L
10.	Numbers of obsolete ICT facilities installed in the departmental ICT centres.	2.60	0.65	H
11.	Pre-service and in-service training on the utilization of digital technologies for teaching and learning.	2.20	0.91	L
12.	Numbers of ICT teachers and instructors.	2.45	0.82	L
13.	Internet connectivity in the ICT centres.	2.11	0.76	L
14.	Cost of installing the internet facilities.	3.80	0.72	VH
15.	Cost of subscribing to the internet services.	3.21	0.75	H
16.	Amount of bandwidth purchased to meet with the demand.	2.49	0.74	L
17.	The use of presentation software as Pedagogical skills of digitalization.	2.89	0.71	H
18.	Uses of digital technologies in teaching/learning of business education.	2.30	0.90	L
19.	Lecturers' disposition to digital approach of teaching/learning.	2.42	0.86	L
20.	Lecturers' involvement of students in digital use.	2.81	0.59	H
21.	The availability of manpower for the maintenance of ICT facilities.	2.21	0.87	L
<b>Grand Mean</b>		<b>2.64</b>	<b>0.76</b>	<b>H</b>

Source: Field Survey, 2022

Table 1 shows that respondents' ratings vary from 2.10 to 3.86. The mean scores for items 1, 17, and 20 were 2.60, 2.89,

and 2.81, respectively, indicating that the fund allotted for digitalizing the programme, the use of presentation software as pedagogical skills

of digitalization, and lecturers' involvement of students in digital use were high. Hence, they were not in any way challenges. Also, item 3 and 14 mean were 3.86 and 3.80. This confirmed that two challenges facing the digitalization of business education in Delta State tertiary institutions were very high. Table 1's items 2, 8, 10, and 15 received a mean rating of 2.60 - 3.21, indicating that four of the challenges facing the digitalization of business education in Delta State were high. The remaining 12 items in the table have a mean rating of 2.10 - 2.49, below 2.50. This shows that availability and utilization of twelve items on Table 1 were low, which is a key challenge

to digitalizing business education programmes in Delta State tertiary institutions. The 21 items have standard deviations between 0.59 and 0.91, showing close responses to the mean and each other.

### Hypothesis one

There is no significant difference in the mean rating of male and female business education lecturers on the extent to which the business education programme are confronted with challenges in digitalization of the programme.

The data for testing hypothesis one is presented in Table 2 below:

**Table 2:** Analysis of the respondents on the mean rating of male and female business education lecturers on challenges confronting the digitalization of the programme in tertiary institutions in Delta State

Gender	N	X	SD	DF	P-val	Alpha	Remark
Male		68	2.62	123	0.54	0.05	NS
Female	57	2.66	0.65				

**Key:** NS=Not Significant; S = Significant

Table 2 shows that the calculated p-value was greater than the alpha level, so the null hypothesis that there is no significant difference in the mean rating between male and female business education lecturers on the extent to which the business education programme is confronted by challenges in digitalization based on gender was accepted. This means that there was no significant difference between male and female Business

Education Lecturers' responses to digitalization challenges in tertiary institutions in Delta State.

### Research Question 2

To what extent has the business education department in tertiary institutions in Delta State made prospects in digitalization of the programme.

The data for answering research question two is presented in Table 3 below:

**Table 3:** Mean and standard deviation of responses on extent to which business education department in tertiary institutions in Delta State have made prospects in digitalization of the programme (N=125)

S/N	Items Statement	Mean	SD	Remark
1.	Digitalization brings about collaboration	3.24	0.61	HE
2.	It leads to Independent study	3.60	0.56	VHE
3.	Digitalization boost students engagement academically	3.41	0.58	HE
4.	It helps to prepare the current generation of business education students for the world of work	3.26	0.60	HE
5.	Digitalization enhances the chances of the students getting job after graduation.	3.01	0.68	HE
6.	It assist students to learn	3.46	0.59	HE
7.	Introduction of digitalization in business education enhances the acquisition of basic	3.20	0.64	HE

8.	skills. It help teachers to have access to good quality information and giving out of such information to many beneficiaries spread across the world.	3.48	0.61	HE
9.	Digitalization enhances educational efficiency of the business education students.	3.47	0.63	HE
10.	It enhances problem-solving skills among students	3.56	0.54	VHE
11.	It helps in transforming the learning environment into one that is learner-centred.	3.21	0.71	HE
12.	With the digitalization of business education programme students are taught through social network platforms such as Facebook, WhatsApp, Twitter, and LinkedIn.	3.11	0.78	HE
13.	Digitalization of business education enhances the ability to make use of teleconferencing.	3.01	0.69	HE
14.	Digitalization helps to improve students' academic performance.	3.45	0.62	HE
15.	Digitalization makes the institution more competitive.	3.40	0.65	HE
16.	Digitalization enable the students to acquire the skill-set require to succeed in the 21 <sup>st</sup> century	3.23	0.70	HE
<b>Grand Mean</b>		<b>3.32</b>	<b>0.64</b>	<b>HE</b>

Source: Field Survey, 2022

Items 2 and 10 obtained mean scores of 3.60 and 3.56 on Table3. This implies that two of the items scored by respondents on the business education department's digitalization prospects were very high. The remaining 14 items mean ranged from 3.01-3.48. This indicates that the responses on these items on the extent of prospect made by business education department on digitalization of the programme were high.

The 16 items on Table 3 had standard deviations between 0.54 and 0.78, showing close answers to the mean and each other.

### Hypothesis Two

There is no significant difference in the mean rating between male and female lecturers on the extent to which the Business Education department has made prospect in the digitalization of the programme. The data for testing hypothesis two is presented in Table 4 below:

**Table 4:** Analysis of the respondents on the extent to which business education department in tertiary institutions in Delta State have made prospect in digitalization of the programme

Gender	N	X	SD	DF	P-val	Alpha	Remark
Male		68	3.22	0.58			
Female	57	3.10	0.62				
123	0.67	0.05	NS				

Key: NS=Not Significant; S = Significant

Table 4 shows that the p-value of 0.67 is higher than 0.05. Hence, the null

hypothesis which states that there is no significant difference in the mean rating





between male and female business education lecturers on the extent of digitalization of the programme based on gender was accepted. Therefore, there was no significant difference in the mean rating between male and female Business Education Lecturers on the department's digitalization prospects.

### DISCUSSION OF FINDINGS

The findings of the study in research question 1 revealed that two items with mean scores of 3.86 and 3.80 were rated as very high, seven items with mean scores of 2.60 to 3.21 were rated as high, and twelve items with mean scores of 2.10 to 2.49 were rated low. This implies that the low availability and usage of these items suggests that tertiary institutions face challenges in digitalizing business education programmes, as indicated by the grand mean of 2.64. This study found that Delta State tertiary institutions have a large fund allocated for digitalizing business education programmes. This findings contradicts the findings of Irele (2021) who discovered that the Nigerian government does not effectively fund education, which invariably affects digital education. It also confirms Ajah and Chigozie (2019) observation that high ICT costs hindered digital progress. The findings is in line with Shedden (2020), who found that technical challenges are a key impediment to digital learning in most schools. The analysis agrees with Ajayi and Ajanadu (2009) and Oshin, et al. (2019), who found that Nigeria's growing energy demand and meagre supplies have hampered her development. Also, that the inconsistent and unpredictable power supply indicates that Nigeria's electric power system needs fault evaluation and reliability studies. This is also in corroboration with the study of Buabeng-Andoh (2012) who found that teachers' lack of ICT skills is a hindrance to ICT.

Table 2 shows that there is no significant difference between male and female business education lecturers' ratings of digitalization challenges in Delta State tertiary institutions. This shows that gender has no impact on the issues facing the digitization of business education in Delta State tertiary institutions.

The findings on Table 3 indicated that two items with mean ratings of 3.60 and 3.56 were classified as very high extent. This

implies that digitalization encourages independent study and improves students' problem-solving skills. The remaining 14 items had mean scores between 3.01 and 3.48. This indicates that both lecturers and students benefited greatly from the digitalization of business education programmes. The grand mean of 3.32 indicates that both lecturers and students of business education departments in tertiary institutions highly benefited from the digitalization of the programme. This affirmation is in line with Joshi and Chugh, as cited in Ohiwerei et al. (2013) and Adi (2010), who demonstrated that ICT can improve students' cognitive development, motivation to learn, and interaction in learning. Also, it is in conformity with Akpan et al. (2010), who affirmed that digitalization improves problem-solving skills.

The findings in Table 4 connecting to hypothesis two revealed that there was no significant difference between the mean ratings of male and female business education lecturers on the extent to which the Business Education department has made prospects in the digitalization of the programme in tertiary institutions in Delta State. However, it is worth noting that while most of these studies support the findings of this study, none of the earlier studies have reported how serious such challenges were as reported in this study. Therefore, the seriousness of the challenges identified point to the actual reason why digitalization of business education programme is having high challenges in tertiary institutions in Delta State.

### CONCLUSION

Based on the findings of this study, digitalizing the business education programme in Delta State tertiary institutions is well-funded. Nevertheless, the process is faced with numerous challenges such as high cost of ICT facilities, poor electricity power supply, low standby alternative power supply, and inadequate personal computers and laptops to ICT centres among others.

Also, digitalization of business education programmes has highly benefited lecturers and students, such that it allows students to study independently and lecturers to acquire high-quality knowledge to share with numerous recipients around the world.



It was therefore concluded that the business education programme at Delta State tertiary institutions must address these challenges if it is to meet the level of digitalization expected by the global community today.

## RECOMMENDATIONS

These recommendations were made based on the study's findings for implementation:

1. Institutions should purchase additional computers, desktops, and laptops to speed up digitalization.
2. The government should enact a law requiring the Power Holding Company of Nigeria to deliver constant electricity to tertiary institutions.
3. Colleges and universities should provide backup power for Business Education ICT centres.
4. Management of tertiary institutions should give pre-service and in-service training on digital technology use to students and lecturers to increase the number of ICT-oriented lecturers and students.
5. Students should be encouraged to buy personal computers, laptops, and smart phones for after-class use. As this will, enhance their learning.
6. Management should buy enough bandwidth and connect the internet to a solid network to ensure rapid connectivity and no slow downloading or network problems.

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