

## **Business Education Students` ICT Learning Experiences and Programme Satisfaction in Rivers State Universities**

**Ukata, Philip Festus (MISMN, MTRCN, MABEN),**  
Department of Office Technology and Management,  
School of Business and Administrative Studies,  
Captain Elechi Polytechnic,  
Rumuola, Port-Harcourt.  
ukata4mephilip@yahoo.com

**Adejola, Bukola Cordelia**  
Department of Business Education,  
Faculty of Technical and Science Education,  
Rivers State University

**Okoye, Ada Ijeoma**  
Department of Business Education,  
Faculty of Technical and Science Education,  
Rivers State University

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### **Abstract**

*The reason for this study was to investigate Business Education Students` ICT Learning Experiences and Programme Satisfaction in Rivers State Universities. A Correlational Research design was used. The population of the study was 1,989 and sample of 377 students using Krejcie and Morgan table of determining the sample size from a known population. A self-designed instrument entitled: Business Education Students` ICT Learning Experience and Programme Satisfaction (BESICTLEPS) was used. Arithmetic mean was used to analyse the research questions, and Sample Standard Deviation used to find out the extent in which scores in the distribution clustered around the mean. Pearson Product Moment Correlation Coefficient (r) was statistical the tool for testing hypotheses to determine the extent of significant relationship between the variables under investigation. Mean scores of 5.0, 4.0, and 3.0 were seen as Very High Extent of Satisfaction (VHES 5Points), High Extent of Satisfaction (HES 4Points), Moderate Extent of Satisfaction (MES 3Points), while 2.0 and 1.0 were seen as Low Extent of Satisfaction (LES 2 Points) and Very Low Extent of Satisfaction (VLES 1Point). Any ground mean from 3.0 and above will be accepted and any ground mean below 3.0 will be rejected. Also, any calculated value of (r) Pearson Product Moment Correlation Coefficient that is greater than > the critical table value of 0.113 at 0.05 significant levels such null hypothesis ( $H_0$ ) will be rejected, but if the critical table value is greater than > the computed value such null hypothesis will be accepted. The result of the findings showed low extent of satisfaction with ICT learning experiences and high negative significant relationship between the level of availability of ICTs used in teaching and acquiring learning experiences. High extent of satisfaction and very high positive correlation between the level of technological learning experiences areas available in Business Education and students` satisfaction, and low extent of satisfaction and high negative significant relationship between the levels of ICTs learning experiences acquired in Business Education and students` satisfaction. Among other things it was recommended that adequate ICTs for learning experiences should be made available to universities for teaching and learning by government and other concerned organizations.*

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**Keywords:** *Business Education, ICT, Experience, Learning Experiences, Satisfaction and Programme Satisfaction*

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## **Introduction**

Business Education is “The sum total of knowledge, skills and attitude that are required for successful promoting and administering business enterprises (Akpomi, 2001). She further stressed that, Business Education mean education for and about business. While the former involves in all educative process which relate to business in which career consideration is one field or the other is the main focus the latter involves the offering of business related courses to all students irrespective of their career consideration. Business Education content is an all-encompassing programme in which course content is derived from Business Management, Business Administration, Secretarial Administration (Information and Communication Technology or Information Management System, Secretarial Education, Purchase/Supply Education, Accountancy Education, Communication Skills, English Language, Distributive Education, Management/Marketing, Education Psychology, Philosophy and Sociology of Education, Business Law etc. It is an education that theoretically and practically prepared the learner with the required skills needed at the global workplaces. But, how can the above mentioned courses areas (content) for acquiring entrepreneurial skills and a lot not stated be achieved without the use of new technologies?

Business Education is education that provides knowledge and skills to the learners by enabling them to adequately impact the knowledge and skills to others on how to handle sophisticated office technologies, software’s and information management. According to Auwal, (2015) Business Education is a training system that encourages the beneficiary to acquire skills that fit into the world place of work. Business Education encourages attitudes, knowledge and skills needed by all citizens to effectively manage personal and public business in a volatile economic system. The under stated are some of the major objectives of Business Education.

- i.** To develop a mature understanding of the general nature of business environment.
- ii.** To provide a specialized training on phase of business activities.
- iii.** To provide training on business leadership
- iv.** To provide training on successful financial management of business.
- v.** To lay cultural and ethical foundation for the development of the form stated above including others. Clark (2002) defined Business Education as “an all-encompassing programme, which equips its recipient with the necessary knowledge, skills and attitudes that will enable him succeed in whatever business endeavour he may engage in”.

In the view of Nwosu (2003), Business Education at the university level is concerned mainly with the development of skills and knowledge needed to enable an individual function well. Isu (2004) defined Business Education as “that type of education that deals with the acquisition of practical skills, knowledge and values that enables one function effectively in the society”. Business Education is a collaborative programme in which educational and industrial sectors of any economy form partnership thereby preparing the individual to adequately fit into both industry and classroom as a professional.

Consequently, it is an aspect of the educational programme designed to provide an individual with the needed business and vocational attitudes, understanding, knowledge and skills. It is concerned with the acquisition of pedagogical and professional competencies in industry and education necessary for personal use, for entry into the business world as an employer or employee or self-employed and for effective participation in the educational industry as a professional business teacher. Business Education on the hand is a programme of instruction

which consist of office education which is a vocational programme that provides information and competencies needed for managing and using business (Osuala, 2004). According to the (FRN, 2004), the National Policy on Education it is an aspect of education which leads to the acquisition of practical and applied skill as well as basic scientific knowledge. Business education seek to develop seek to develop a student skills in accounting, information process, keyboarding/typewriting and shorthand. Aliyu (2006) further opines that Business Education programmes covers that programme is an umbrella under which all business courses covers Business Administration, Marketing, Accounting, Purchasing and supply, Business studies; Secretarial studies etc. while at the teacher education level three major components are identified, which are: Accounting Education, Distributive/Marketing Education and Office/Secretarial Education.

Igoke (2005) however, insisted that business education at all levels of education enables the students to:

- i.** Acquire skills and knowledge of business
- ii.** Develop basic skills for personal use in the future
- iii.** Relate the knowledge and skills acquired to national development.
- iv.** Develop skills for office occupation.
- v.** Prepare students for further training in business studies.
- vi.** Provide orientation and basic skills with which to start a life of work for those who may not undergo further training.

Business Education is an important component of the Vocational and Technical Education which is essentially aimed at providing the beneficiary with basic skills, competence, experiences and attitudes necessary for the world of work and/or preparing the individual to take a career in teaching of business subjects. (Magaji, 2011). Many scholars of business education have advance different meaning of the concept of business education. Business Education is defined by Okolocha and Ile (2008) as education for and about business which aim at preparing its student to acquire skills necessary for paid employment or be self-dependent as an entrepreneur and as well be intelligent consumers of goods and services

## **2. (ICT) Information Communication Technology**

Information and communication technology is the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information (Stevenson, 1997).

ICT therefore, includes the 'old ICTs of radio, television and telephone, and the 'new' ICTs of computers, satellite and wireless technology and the internet (Potashnik and Copper, 2009).

The combination of these two technologies is what has networked the whole world today into a global village. ICT has not just networked the whole world, it has influenced virtually all human endeavours especially education. Information and communication technology could be said to encompass all those gadgets that deal with the processing of information for better and effective communication. According to the United Nations (2008), ICT covers Internet service provision, telecommunications equipment and services, Information Technology equipment and services, media and broadcasting, libraries and documentation centres, commercial information providers, network-based information services, and other related information and communication activities. In the last few decades, ICT has increasingly played a critical role in all fields of human endeavours it is readily useful in the areas of agriculture, engineering,

education, medicine, law, architecture, aviation, commerce, insurance, banking and finance as well as maritime activities.

Yusuf (2005) defined ICT as computer based tools and techniques for gathering and using information. It encompasses the hardware and software, the network and several other devices (video, audio, photographic camera, etc) that can convert information, images, and sound into common digital form. It includes electronic information in processing technologies such as computer and internet, as well as fixed-line telecommunication networks. It is an eclectic application of computing, communication, telecommunication and satellite technology. Similarly, Ochai (2007) defined ICT as any equipment interconnected system or subsystem of equipment, that is used in the automatic acquisition, storage, manipulation, management, retrieval, movement, control, display, switching, interchange, transmission, reception of data. In another light, Information and Communication Technology is defined as the full range of electronic technologies and techniques used to manage information and knowledge (United Nations Development Programme, UNDP, 2003). Kayoma (2008) stated that ICTs are basically information handling tools, a varied set of goods, application and services that are used to reproduce, store, process, distribute and exchange information. Alkadi (2004) defined Information and Communication Technology as a collection of individual technology component that are typically organized into computer based information systems.

More so, Ejide (2006) defined Information and Communication Technology as a set of tools that helps one work with information and to perform tasks related to information processing. And according to Onuma (2007) ICT is concerned with the aspect of managing and processing information through the use of electronics, computers, and computer software to convert, store, protect, process, transmit and retrieve information. ICT is also defined as computer based tools used by people to work with information and communication processing needs of an individual or an organization. It encompasses the computer, its hardware and software, the network and several other devices that converts information (text), images, sounds and motion and so on into common forms (Okute, 2010).

### **Different Kinds of Information Communication Technologies**

Ikelegbe (2007) categorized the different kinds of information communication technologies into five basic types as:

#### **1. Sensing Technologies**

These are devices that help us to gather information from the environment and translate the information into a form that can be understood by computer.

Examples are data collection devices such as scanners, computer keyboards, computer, and mouse. These are technologies that tie together and communication between the various kinds of technologies. Examples include fax (screen etc).

#### **2. Communication Technologies**

Facsimile machine landed cellular telephone, computer networks. A network is a group of devices that is linked together.

Example is the private branch exchange (PBXB) which is Local Area Network (LAN) which covers several floors within a building or an entire building or ever a campus in case of the school environments. The Wide Area Network (WAN) which covers larger geographical areas and uses telephone line, microwaves and satellite communication network.

### **3. Analysing Technologies**

The computer hardware and software come with this category. Computer takes information from sensing and communication devices and then store and process the information.

**4. Display Technologies:** These are essential output devices. They make processed data available to human for use either through loud speaker, printer and display screen like photocopying machines.

**5. Storage Technologies:** This is another important category of I.C.T. They help us to store large quantities of information in a form that can be easily accessed. This is made up of the secondary storage devices such as magnetic tape magnetic disc, optical disc (CD-ROMs Read Only Memory, VCDs, and Video Compact Disc etc). Lemke (2004) listed ways in which Information Communication and Technology can be used for instructional delivery:

#### **1. Computer Assisted Instruction (CAI)**

Is the term used to describe the use of computer to provide instruction to students by simulating teaching and learning. Opportunities in the classroom are in the areas of drift and practice, tutorial, simulation demonstration designing, data collection, analysis and games. Computer Managed is for managing instruction. In the case of CMI, Abimbola (1998) observed that the students do not receive any instruction from the computer, rather students' instructions are managed using computer. Harold (1999) classified the functions performed by CMI into two: Instruction management and Function support. The support for basic group of users, including students' instructions administrators and curriculum developers and evaluators. The instructional management related functions as discussed by Harold (1999) including the following:

##### **i. Diagnosis**

This is the process by which ranges of instructional alternatives are suggested based on diagnosis to either the students or the teacher.

##### **ii. Performance Monitoring**

This involves the process by which an individual and groups rate of progress is watched and supervised closely. Both students and teachers performance are monitored and this supports evaluation and planning.

##### **iii. Resource Allocation/Scheduling**

This is the process for allocation of instructional resources specified by the prescriptive process within a particular time frame in order to make the most effective use of the available resources.

##### **iv. Reporting**

This involves a process by which one retrieves and updates information used on characteristics of the information via a data system and by which information is tabulated and formulated in a form interpretable by human beings.

##### **v. Data Base Use**

Students and teachers can use computer to keep and produce records (i.e. Information storage and retrieval) about current events and other disciplines.

### **2. Computer Aided Design (CAD)**

Another dynamic use of Computer in the classroom is through computer aided design. CAD offers a variety of 3-dimensional and modelling and visualization features. CAD is also successful in instructional applications because teachers, designers and students have unlimited

access to a wide range of vital design materials and construction techniques that make it possible to explore more advance technical designs.

### **3. Programming**

Computer Programming is the art of conceiving a problem in term of the steps to its solution and expressing those steps as instruction for the computer to follow. Bright man programming language is a collection of commands that directs the control of a computer programmes and run the same on the computer. Students and teacher can develop their programmes using special computer languages like BASIC (Beginner's All-Purpose Symbolic Instruction Code) PASCAL RGP (Report Program Generator), FORTRAN and COBOL. Students will finds it interesting in converting their ideas into executed programmes.

### **4. Problem Solving**

Computer is invading the educational system in a way unparalleled in previous education history. Computer permits students to develop programmes and to suit the programmes to solve numerous problems. Information Communication and Technology are generally accepted as a modern instrumental tool that enables the educators to modify their teaching methods they use in order to increase students' interest and to facilitate learning. According to Daramola (2014) some of the tools used in the path of Information Communication and Technology among other include:

#### **i. E-Learning**

This is the main Information Communication and Technology new education tool for teaching and learning. E-Learning usually refers to structured and managed learning experience and may be provided partially or wholly via a web browser or through the internet or an intranet or multimedia platform such as CD-Rom or DVDs, or other media and communications.

#### **ii. Video Lecture**

These are specially prepared lectures that are transmitted live on the internet or can be access from a website at any time. Charts and diagrams etc. can be accessed separately.

#### **iii. E-Library**

There are thousands of books that a person can find access via the internet. This is very good for research and it's used to increase knowledge.

#### **iv. Internet**

This is a global collection of many types of computer and computer networks that are linked together.

#### **v. Distance Learning**

Also known as tele-learning is a form of study in which students and teachers are at different locations. The ICT facilities used in the teaching learning process in schools according to Bandele (2006); Bolaji and Babajide (2003) and Ofodu (2007) include: radio, television, computers, overhead projectors, and optical fibers, fax machines, CD-Rom, Internet, electronic notice board, slides, digital multimedia, video/VCD machine and so on. They have provided innovation for teaching and learning, and have engendered advances in research about how people learn, thereby bringing about rethinking the structure of education.

### **Benefit of Using ICT on Teaching and Learning of Business Education Courses**

ICT has over the year being adopted in education and as a result have affected teaching, learning and even research. According to Noor-Ul-Amin (2013) ICTs have the potential to

accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change. ICT has increasingly played a critical role in all fields of human endeavours' it is readily useful in the areas of agriculture, engineering, education, medicine, law, architecture, aviation, commerce, insurance, banking and finance as well as maritime activities.

According to Trucano (2005) the benefits of ICT in education are:

### **1. Quick Access to Information**

Information can be accessed in seconds by connecting to the internet and surfing through Web pages.

### **2. Easy Availability of Updated Data**

Sitting at home or at any comfortable place the desired information can be accessed easily. This helps the students to learn the updated content. Teachers too can keep themselves abreast of the latest teaching learning strategies and related technologies.

### **3. Connecting Geographically Dispersed Regions**

With the advancement of ICT, education does not remain restricted within four walls of the educational institutions. Students from different parts of the world can learn together by using online, offline resources. This would result in the enriching learning experience. Such collaborative learning can result in developing: Divergent thinking ability in students, global perspectives, respect for varied nature of human life and acculturation and facilitation of learning

### **4. Catering to the Individual Differences**

ICT can contribute in catering to individual needs of the students as per their capabilities and interest. Crowded class rooms have always been a challenge for the teacher to consider the needs of every student in the class

### **5. Wider Range of Communication Media**

With the advent of ICT, different means of communication are being introduced in the teaching learning process. Offline learning, online learning, blended learning are some of the resources that can be used in educational institutions.

Collaborative learning, individualized learning strategies can enhance the quality of group as well as individual learning with the real society. This can ensure the applicability of knowledge. In the same vein, UNESCO (2005) posits the advantages of ICT in education as follow:

- i.** Facilitating learning for children who have different learning styles and abilities, including slow learners, the socially disadvantaged, the mentally and physically handicapped, the talented, and those living in remote rural areas;
- ii.** Making learning more effective, involving more senses in a multimedia context and more connections in a hypermedia context; and
- iii.** Providing a broader international context for approaching problems as well as being more sensitive response to local needs. Daramola (2014) affirms that benefit of Information and Communication Technology on Teaching and Learning in Business Education Courses include.
  - i.** Expand access to education
  - ii.** Improve the quality of business education
  - iii.** Transform the learning environment into learners' centeredness
  - iv.** Prepare students for the workplace and

Potentially equalizes strategy for developing countries

### **Some Activities One Can do with Educational Technology and Acquired Experiences.**

According to University of Saskatchewan (2018), the following are some activities one can do with educational technology and acquired experiences.

#### **1. Blogs Experience**

Blogs are common mode of written online communication. They are great avenue for students to develop written communication skills because they require regular updates and, thus, make writing about course content a habitual practice.

- i.** Blogs can be set up as individual or group activities
- ii.** You can ask students to alternate between contributing their own blog posts and commenting on those of their colleagues
- iii.** As the instructor, you can also create blog posts yourself and give students the task of commenting on your posts

#### **2. Online Quizzes Experience**

Online quizzes can contain many different question types, including multiple choice, fill-in-the-blank, short answer, and more. The teacher can embed them into the course content or have students complete them before or after class. The benefit is that students are frequently checking their comprehension of materials. Quizzes can be created within either Blackboard Learn or Top Hat and one can automate the feedback and guidance for students to receive.

#### **3. Wiki Updates Experience**

A wiki consists of one or more webpages or online documents that can be created or edited by multiple authors.

- i.** They can be public to the entire internet or restricted to a selected group of people (e.g. students in a shared course, or one section of a course)
- ii.** Wikis are a great platform for collectively updating information or even creating Open Education Resources. You can use wikis in many different ways in your courses

#### **4. Video or Audio Projects Experience**

Video or audio projects can take a variety of different forms including:

- i.** Having students create instructional how-to videos,
- ii.** Interview segments,
- iii.** Story-based media to illustrate a concept, or
- iv.** Even short music videos

#### **5. Learning Portfolios Experience**

Learning portfolios are effective tool to have students collect artefacts and reflect on their learning activities. You could ask students to maintain a weekly learning portfolio, where they select a learning activity they did for the class (e.g. a discussion) and reflect on what they learned through engagement in that activity. You could also ask students to post to an online learning portfolio about how they are applying course concepts in their lives outside the classroom. The university can host and support a platform. Portfolios can also be created using blogging tools like Wordpress.

#### **6. Web Conferencing (WebEx) Experience**

Instructors and students have access to the Webex conferencing suite. It may be used for a variety of virtual events from one-on-one meetings to teaching classes. As an instructor, you



can use it for virtual office hours. You may also encourage your students to use it to help alleviate potential difficulties with getting together to work on group projects.

### **7. Top Hat Audience Response Systems Experience**

If you want to engage students in polling and questioning throughout class, you may use Top Hat to do this. Top Hat is a web-based tool that would allow students to respond to questions using their smartphones, laptops, and tablets at no additional cost. You can ask a variety of question types, including multiple choice, word answer, numeric answer, and click-on-target.

### **8. ePortfolios Experience**

The universities can introduce an ePortfolio platform. The departments and faculties can also join the ePortfolios as part of their programs. This will assist to create technological experience for the learners.

### **9. Wordpress Blogs Experience**

Every instructor and student has access to his or her own personal Wordpress blog hosted by the university. Many instructors include blogging assignments as part of student course work.

### **10. Wikis Experience**

Every instructor and student has access to university-supported wikis. Wikis allow you to share and collaboratively manage documentation and other information in easily editable online locations. The wikis can be public or private to the members. Instructors may set up a wiki space as a place for instructors and students to collaborate on and share resources.

### **11. Individual File Sharing and Storage (ownCloud) Experience**

Every instructor and student has access to individual file sharing and storage. This cloud service is similar to other private services (e.g., Dropbox, Google Drive) but with ownCloud your files are stored locally on University servers.

### **12. Online Training Experience**

Every instructor and student has access to free and unlimited online training videos from Lynda.com as an example. You can use this resource to learn various skills, such as how to use Excel or Photoshop. As an instructor, you may direct students to it to learn necessary skills for your course.

### **13. Virtual Computer Lab or Laboratory Experience**

Instructors and students can access much of the computer lab/laboratory licensed software (i.e. SPSS, MATLAB, R) remotely from home or on campus.

### **14. Classroom Equipment Experience**

You can learn about equipment and technology available in classrooms and lecture rooms/buildings. Its constant usages create experiences for learners.

### **15. Online Experience**

Online learning creates challenges and opportunities not found in the face-to-face classroom. Also, according to Centre for Teaching and Learning (2018), the following are some technological learning experiences one can acquire in education.

### **16. Online Collaboration Tools Experience**

This includes Google Apps, which allows students and instructors to share documents online, edit them in real time and project them on a screen. This gives students a collaborative platform in which to brainstorm on ideas and document, their work, using text and images.

### **17. Presentation Software Experience**

This includes (PowerPoint) which enables instructors and students to embed high-resolution photographs, diagrams, videos and sound files to augment text and verbal lecture content.

### **18. Tablets Experience**

These can be linked to computers, projectors and the cloud so that students and instructors can communicate through text, drawings and diagrams.

### **19. Course Management Tools Experience**

These include Canvas which allows instructors to organize all the resources students need for a class (e.g. syllabi, assignments, readings, online quizzes), provide valuable grading tools, and create spaces for discussion, document sharing, and video and audio commentary. All courses are automatically given a Canvas site!

### **20. Clickers and Smartphones**

These are quick and easy way to survey students during class. This is great for instant polling, which can quickly assess students' understanding and help instructors adjust pace and content.

### **21. Lecture-capture Tools**

These include Panopto, which allow instructors to record lectures directly from their computer, without elaborate or additional classroom equipment. This can assist you recording your lectures as you give them and then uploading them for students to re-watch and listen to. Studies show that posting recorded lectures *does not* diminish attendance and students really appreciate the opportunity to review lectures at their own pace. According to Bigcommerce.com (2018). The following are the different types of technological and social media platforms for products and services ads and experience acquisition in education programme.

1. Social networking (Facebook, LinkedIn, Google+)
2. Microblogging (Twitter, Tumblr).
3. Photo sharing (Instagram, Snapchat, Pinterest).
4. Video sharing (YouTube, Facebook Live, Periscope, Vimeo).

### **Challenges Associated with the use of Information and Communication Technologies**

Osakwe (2012); Mohanty and Vohra (2008); Owhotu (2006) and Aduwa-Ogiegbaen and identified the underlisted as problems associated with the use of ICT in education.

#### **1. Inadequate ICT Facilities**

The effective use of ICT resources in teaching would require the availability of equipment, supplies of computers and their proper maintenance including other facilities and accessories.

Implementing ICT demands resources such as computers, printers, multimedia projectors, scanners, etc which are either not available or in short supplies in most of the educational institutions. Besides, ICT requires up-to-date hardware and software (Tony-Okene, 2003). Using up-to-date hardware and software resources is a key feature in the diffusion of technology (Gulbahar, 2007) but a rare experience in our educational institutions.

## **2. Inadequate Funds**

Effective implementation of technology into education systems involves substantial funding. ICT-supported hardware, software, internet, audio visual aids, teaching aids and other accessories demand huge funds as most of these facilities are expensive in Nigeria. Mumtaz (2000) stated that many scholars proposed that the lack of funds to obtain the necessary hardware and software is one of the reasons teachers do not use technology in their classes. Afshari, Bakar, Su Luan, Samah, and Fooi. (2009) stated that efficient and effective use of technology depends on the availability of hardware and software and the equity of access to resources by teachers.

## **3. Teachers' Attitudes and Beliefs about ICT**

The attitudes of teachers' have been found to be major predictor of the use of new technologies in instructional settings (Almusalam, 2001). Mumtaz (2000) stated that, teacher' beliefs about teaching and learning with ICT are central to integration. To be successful in computer use and integration, teachers need to engage in conceptual change regarding their beliefs about the nature of learning, the role of the student, and their role as teacher. Hence the successful use of ICT into classroom largely depends on teachers' attitudes and belief relating to these. In fact, it has been suggested that attitudes towards computers affect teachers' use of computers in the classroom and the likelihood of their benefiting from training. It is found that less technologically capable teachers, who possess positive attitudes towards ICT, require less effort and encouragement to learn the skills necessary for the implementation of ICT in their design activities into the classroom. Therefore, teachers who have positive attitudes towards ICT itself will be positively disposed towards using it in the classroom (Moseley & Higgins, 1999).

## **4. School Administrators' Attitude**

According to (Abonyi, 2014), the attitude of various managements in and outside institutions towards the development of ICT related facilities such as the internet and procurement of computers is rather slow in some instances, and in others there are no aids or support by the government at all. Sharma (2003) states that the most notable of the barriers to the use of ICT in education in developing countries seems to be the political will of the people in the corridors of power, as many of the adopt a lackadaisical approach to the use of ICT in schools.

## **5. Lack of ICT Knowledge and Skills**

One of the challenges in the application of ICT in Nigeria education system is the poor knowledge of the teachers and instructors in using the systems gadgets. Although ICT in Nigeria education systems is gradually capturing the attention of the government, institutions, teachers and learners, teachers' knowledge of application of system does not match the ovation. This is a critical handicap in the use of ICT in Nigeria education system. According to Pelgrum (2001), the success of educational innovations depends largely on the skills and knowledge of teachers.

Teachers' lack of knowledge and skills is one of the main hindrances to the use of ICT in education both for the developed and underdeveloped countries (Pelgrum, 2001). Integrating technology in the curriculum requires knowledge of the subject area, an understanding of how students learn and a level of technical expertise (Morgan 1996).

## **Experience and Learning Experiences**

Experience is the accumulation of knowledge or skills that results from direct participation in events or activities. It is the content of direct observation or participation in activities or events. Experience also involves the process of getting knowledge or skills from feeling, seeing, and

doing something. Edglossary (2013) saw students` experience as any interaction, course, programme, or other experience in which learning takes place, whether in traditional academic settings (schools, classrooms) or non-traditional settings (outside-of-school locations, outdoor environments), or whether it includes traditional educational interactions (students learning from teachers and professors) or non-traditional interactions (students learning through games and interactive software applications) which may lead to satisfaction. Learning experiences are the quality of courses, business skills or experiences, out-door-school-learning experiences, technological learning experiences, physical environment, instructional strategies learning experiences and availability of equipment used in acquiring experiences through Business Education by students. It is an interaction between the students and learning environment with the courses content and process that leads to outcome. It is an activity which may be planned by the class or teacher and performed by the learners for the purpose of achieving some important learning objectives.

Sultanspeak (2010) postulated that, John Dewey in his work “Education and Experience” or “Educating through Experience” advocated that education be based upon the quality of experience. For an experience to be educational, Dewey believed that certain parameters had to be met, the most important of which is that the experience has continuity and interaction. Thus, Dewey proposed that education be designed on the basis of a ‘Theory of Experience’. In this respect, Dewey’s theory of experience rested on two central tenets-continuity and interaction. Continuity refers to the notion that humans are sensitive to (or are affected by) experience. In humans, education is critical for providing people with the skills to live in society, which are the objectives of Business Education programme for the learners. Dewey (1938) argued that we learn something from every experience, whether positive or negative and ones accumulated learned experience influences the nature of one’s future experiences such could lead to satisfaction or dissatisfaction. Dewey further argued that experience is truly experience only when objective conditions (what the educator does and how they do it) are secondary to what goes on within the individual having the experience. The environment consists of whatever conditions (objects or people) interact with an individual’s internal personal needs, desires, capacities, and purposes that create the resulting experience (Dewey, 1938). Therefore, Dewey believes the two principles of continuity and interaction intercept and unite. Interaction builds upon the notion of continuity and explains how past experience interacts with the present situation. To create one’s present experience, there is need for good learning environment with provision of the needed facilities but the case of Business Education in Universities in Rivers State seems to be different.

### **Satisfaction**

Satisfaction is the fulfilment of need or wants about something. It is also the fulfilment of one’s wishes, expectations, or needs, or the pleasure derived from goods or services paid or bargained for. It is the quality or state of contentment of somebody`s wants or needs expected from the product or service provider. A good or better experience could create satisfaction, while bad experience can bring dissatisfaction. Schreiner (2009) viewed Students` satisfaction as a compelling force of interest to colleges and universities as they seek to continually improve the learning environment for students, meet the expectations of their essential groups and legislative bodies, and demonstrate their institutional effectiveness. Unlike service industries, which hold satisfaction as a goal in and of itself, colleges and universities typically perceive satisfaction as a means to an end. Higher education tends to care about student satisfaction because of its potential impact on student motivation, retention, recruitment efforts, and fundraising etc. Lewy (1979) posited that a consumer would wish to obtain evidence that a new

programme produces satisfactory results in terms of their relevance to the needs of the learners and society

### **Students` Satisfaction Theories**

Students` satisfaction is the constructs of: landscape, geography, and consumerism. The students` satisfaction theory is borrowed from (Franklin, 1999); his conversations on students` satisfaction with metropolitan university students that emerged from the qualitative data which include three primary theoretical constructs of: landscape, geography, and consumerism. The landscape refers to the personal characteristics that students bring with them to the metropolitan campus (Franklin, 1999). This landscape also includes students' desire for a community experience on the university campus. It also embodies their needs for nurturing and support through peer, instructors and lecturers mentoring and taking responsibilities. On the other hand, the geography construct defines those variables that are related to the experience of students once they arrive on campus. This geography encompasses the desire for quality curriculum and implementation, quality instruction, and quality faculty (facilities, equipment, staff, classroom, libraries etc.). Geography represents the "mind" of education; Land-scape represents the "heart" of the students. The third all-encompassing construct, was the consumerism that is synonymous with consumer satisfaction theory, which incorporates those variables that are related to the student attitude of "I am the consumer or customer". "I am paying your salary". Therefore, "you must listen to me" and "satisfy me".

The consumerism construct envelops those variables that address student attitudes and needs about the mandatory nature of higher education's relationship to life success, the importance of the university decision, the students' concerns with the higher education investment, and their demand for a worthwhile educational experience that is convenient to their lifestyle and satisfaction. The expectation of an average Business Education student in universities in Rivers state may not be different from the students` satisfaction theory with the constructs of landscape, geography and consumerism as argued earlier.

### **Programme Satisfaction**

This is the happiness and fulfilment of the desires of the students as a result of the expected quality of business skills or experiences, out-door-school-learning experiences, technological learning experiences, physical environment, instructional strategies learning experiences and availability of equipment used in acquiring experiences through Business Education programme. It is also the value students derived from the time, energy and money they and their parents invested in the Business Education programme. It is having the expected returns on their investments from Business Education programme.

### **\Statement of the problem**

Business education is a programme designed to give the learners the needed skills and experiences in various areas, including information and communication and technology learning experiences. However, there seems to be numerous challenges affecting and clogging the positive achievement of the specified objectives of the programme. Therefore, the immediate need to find out the students` satisfactions, who are customers to the universities.

### **Purpose of the Study**

1. To find out the level of availability of information and communication technologies used in teaching and acquiring learning experiences in Business Education and students` satisfaction
2. To find out the level of availability of information and communication technologies learning experiences areas available in Business Education and students` satisfaction

3. To find out the level of information and communication technologies learning experiences acquired through Business Education and students` satisfaction

### **Research Questions**

1. What is the level of availability of information and communication technologies used in teaching and acquiring learning experiences in Business Education and students` satisfaction?
2. What is the level of availability of information and communication technologies learning experiences areas available in Business Education and students` satisfaction?
3. What is the level of information and communication technologies learning experiences acquired in Business Education and students` satisfaction?

### **Hypotheses**

1. There is no significant relationship between the level of availability of information and communication technologies used in teaching and acquiring learning experiences in Business Education and students` satisfaction
2. There is no significant relationship between the level of availability of information and communication technologies learning experiences areas available in Business Education and students` satisfaction
3. There is no significant relationship between the level of information and communication technologies learning experiences acquired in Business Education and students` satisfaction

### **Method**

The design for this study is Correlational Research Design. The population of the study was drawn from Rivers State University and Ignatius Ajuru University of Education .The population of this study consisted of Years 2, 3, and 4 students of the two universities numbering 1, 989. The sample size adopted for this study is 377 Business Education students. The sample technique used was Krejcie and Morgan (1970) table of determining the sample size from a known population of 1,989 students of Rivers State University and Ignatius Ajuru University of Education of years 2, 3 and 4 of both males and females student. The confidence level is 95%, Error of Margin is 5% with a population of 1,989. The research instrument used for gathering primary data was a structured questionnaire entitled: Business Education Students` ICT Learning Experience and Programme Satisfaction (BESICTLEPS). A five point scale of Very High Extent of Satisfaction (5 Points), High Extent of Satisfaction (4 Points), Moderate Extent of Satisfaction (3 Points), Low Extent of Satisfaction (2 Points), and Very Low Extent of Satisfaction (1 Point) was used in finding out Business Education students` information and communication technology learning experiences and satisfaction with the programme. The instrument was subjected to be face and content validation by three experts from Department of Business Education in Rivers State University and Ignatius Ajuru University of Education, Port-Harcourt. The modifications, corrections and inputs of the experts formed the validity of the instrument for this study. To ascertain the reliability and consistency of measurement, a two (2) week field trial of test retest of internal consistency were done on twelve (12) students of levels 2, 3 and 4 using Pearson Product Moment Correlation Coefficient which yielded 0.97 and 0.99. A total of 377 copies were administered and 320 successfully retrieved. Arithmetic mean was used to analyse the research questions, and Sample Standard Deviation used to find out the extent in which scores in the distribution clustered around the mean. Pearson Product Moment Correlation Coefficient (r) was adopted as statistical tool for testing the hypotheses to determine the extent of significant relationship between the variables under investigation. Mean scores of 5.0, 4.0, and 3.0 were seen as Very High Extent of Satisfaction (VHES 5Points), High Extent of Satisfaction (HES 4Points),

Moderate Extent of Satisfaction (MES 3Points), while 2.0 and 1.0 were seen as Low Extent of Satisfaction (LES 2 Points) and Very Low Extent of Satisfaction (VLES 1Point).

The decision point is that any calculated ground mean from 3.0 and above will be accepted and any ground mean below will be rejected. Also, any calculated value of (r) Pearson Product Moment Correlation Coefficient that is greater than > the critical table value of 0.113 at 0.05 significant levels such null hypothesis ( $H_0$ ) will be rejected, but if the critical table value is greater than > the computed value such null hypothesis will be accepted.

### Presentation of Results, Data Analyses and Test of Hypotheses

#### RQ 1:

What is the level of availability of information and communication technologies used in teaching and acquiring learning experiences in Business Education and students` satisfaction?

**Table 1:**

#### The Level of Availability of Information and Communication Technologies Used in Teaching and Acquiring Learning Experiences in Business Education and Students` Satisfaction

SN	Items Statements	VHES (5)	HES (4)	MES (3)	LES (2)	VLES (1)	N	X	SSD	SE	Decision
1	Rate your satisfaction based on Functional Desktop availability used in acquiring experience in Business Education programme	110	40	8	2	0	160	4.6	1.4	1.0	Accepted
2	Rate your satisfaction based availability of Functional Laptops used in acquiring experiences acquired through Business Education	10	20	10	100	20	160	2.3	1.8	1.2	Accepted
3	Rate your satisfaction based on Functional Palmtop availability used in acquiring experiences in Business Education	10	10	15	105	20	160	2.2	1.4	1.0	Accepted
4	Rate your satisfaction based on availability of Functional Notebook used in acquiring experiences in Business Education	5	5	10	20	110	160	1.4	1.8	1.2	Accepted
5	Rate based on availability of Functional Personal Computer used in acquiring experiences acquired in Business Education	10	20	5	105	20	160	2.3	1.4	1.0	Accepted

6	Rate your satisfaction based availability of Functional Digital Light Projector (DLP) used in acquiring experiences Business Education	100	40	10	10	0	160	4.4	1.4	1.0	Accepted
<b>Ground mean</b>								<b>2.8</b>			

In analysing research question one, items numbered 1 and 6 showed 4.6 and 4.4. However, the grand mean of all the items showed 2.8 representing Low Extent of Satisfaction (LES, 2 Points) and is not accepted because it is below the established benchmark of 3.00. This means that the respondents indicated low extent of satisfaction with the level availability of information and communication technologies used in teaching and acquiring learning experiences in Business Education programme. The Standard Deviation of items numbered 1, 2, 3, 4, 5 and 6 were clustered to the means and showed closeness in the views of the respondents concerning the specific variables stated in table 1.

The Standard Errors for items numbered 1, 2, 3, 4, 5 and 6 were low showing a true sample mean of the data used as drawn from the population of the study

**RQ 2:**

What is the level of availability of information and communication technologies learning experiences areas available in Business Education and students` satisfaction?

**Table 2:**

**The level of Information and Communication Technologies Learning Experiences Areas Available in Business Education and Students` Satisfaction**

SN	Items Statements	VHES (5)	MES (4)	MES (3)	LES (2)	VLES (1)	N	X	SSD	SE	Decision
1	Online quizzes experiences available in Business Education programme enhances students satisfaction	100	40	15	5	0	160	4.5	1.8	1.2	Accepted
2	Industrial training attachment experiences available in Business Education programme will enhance students satisfaction	110	40	8	2	0	160	4.6	1.4	1.0	Accepted
3	Wiki updates experiences available in Business Education programme will enhance students satisfaction	105	45	10	0	0	160	4.5	1.8	1.2	Accepted
4	Video or audio projects experiences available in Business Education programme will enhance students satisfaction	100	40	15	5	0	160	4.4	1.4	1.0	Accepted
5	Web Conferencing (WebEx) experiences available in Business Education programme will enhance students satisfaction	110	40	8	2	0	160	4.6	1.8	1.2	Accepted
6	Top Hat Audience Response Systems experiences available in Business Education	110	45	5	0	0	160	4.6	1.4	1.0	Accepted



	programme will enhance students satisfaction											
7	ePortfolios experiences available in Business Education programme will enhance students satisfaction	110	40	8	2	0	160	4.6	1.8	1.2	Accepted	
8	Wordpress Blogs experiences available in Business Education programme will enhance students satisfaction	110	40	8	2	0	160	4.6	1.4	1.0	Accepted	
9	File sharing experiences available in Business Education programme will enhance students satisfaction	100	40	15	5	0	160	4.4	1.4	1.0	Accepted	
	<b>Ground mean</b>							<b>4.5</b>				

In analysing research question two, based on items statements numbered 1-9 in table 2 above, the grand mean of all the items showed 4.5 representing High Extent of Satisfaction (HES, 4 Points) and is accepted according to the established benchmark of this study. This means that the respondents have high extent of satisfaction with the level of information and communication technologies learning experiences areas available in Business Education programme.

The Standard Deviation of items numbered 1-9 were clustered to the means and showed closeness in the views of the respondents concerning the specific variables stated in table 2. The Standard Errors for items numbered 1-9 were low showing a true sample mean of the data used as drawn from the population of the study.

**RQ3:**

What is the level of information and communication technologies learning experiences acquired in Business Education and students` satisfaction?

**Table 3:**

**Information and Communication Technology Learning Experiences Acquired in Business Education and Students` Satisfaction**

SN	Items Statements	VHES (5)	HES (4)	MES (3)	LES (2)	VLES (1)	N	X	SSD	SE	Decision
1	Rate your satisfaction based on Online quizzes experiences you acquired through Business Education	5	5	5	10	125	160	1.1	1.8	1.2	Accepted
2	Rate your satisfaction based Industrial training attachment experiences you acquired through Business Education	110	40	8	2	0	160	4.6	1.4	1.0	Accepted
3	Rate your satisfaction based on Wiki updates experiences you acquired through Business Education	10	5	10	5	120	160	1.4	1.8	1.2	Accepted
4	Rate your satisfaction based on Web Conferencing (WebEx) experiences you acquired through Business Education	10	10	5	10	125	160	1.5	1.8	1.2	Accepted
5	Rate your satisfaction based on Top Hat Audience Response Systems experiences acquired through Business Education	10	5	5	20	120	160	1.7	1.4	1.0	Accepted

6	Rate your satisfaction based on ePortfolios experiences you acquired through Business Education	10	5	10	10	125	160	1.5	1.8	1.2	Accepted
7	Rate your satisfaction based on Wordpress Blogs experiences you acquired through Business Education	5	5	10	10	130	160	1.4	1.4	1.0	Accepted
8	Rate your satisfaction based on File sharing experiences you acquired in Business Education	30	35	40	5	50	160	4.4	1.4	1.0	Accepted
<b>Ground Mean</b>								<b>2.2</b>			

In analysing research question three, items numbered 2 and 8 showed mean of 4.4 and 4.6. However, the grand mean of all the items showed 2.2 representing Low Extent of Satisfaction (LES, 2 Points) and is not accepted because it is below the established benchmark of 3.00 This means that the respondents showed low extent of satisfaction with information and communication technology learning experiences acquired in Business Education programme.

The Standard Deviation of items numbered 1, 2, 3, 4, 5, 6, 7 and 8 were clustered to the means and showed closeness in the views of the respondents concerning the specific variables stated in table 3. The Standard Errors for items numbered 1, 2, 3, 4, 5, 6, 7, and 8 were low showing a true sample mean of the data used as drawn from the population of the study

**HO<sub>1</sub>:**

There is no significant relationship between the level of availability of information and communication technologies used in teaching and acquiring learning experiences in Business Education and students` satisfaction

**Figure 1:**  
**Summary of the Responses of the Level of Availability of Information and Communication Technologies Used in Teaching and Acquiring Learning Experience in Business Education and Students Satisfaction**

(N) Number of Students from the Universities	(X) Level of availability of ICT used in teaching and acquiring experiences	(Y) Students` Satisfaction Responses	XY	X <sup>2</sup>	Y <sup>2</sup>
<b>N=160</b>	<b>ΣX=170</b>	<b>ΣY=205</b>	<b>ΣXY=182</b>	<b>ΣX<sup>2</sup> =245</b>	<b>ΣY<sup>2</sup>=309</b>

Using the below formula to analyse the data and test hypothesis one:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

$$r = \frac{160(182 - (170)(205))}{\sqrt{(160(245 - (170)^2) (160(309 - (205)^2))}}$$

$$r = \frac{(29120 - 34850)}{\sqrt{(39200 - 28900) (49440 - 42025)}}$$

$$r = \frac{-5730}{\sqrt{(10300) (7415)}}$$

$$r = \frac{-5730}{\sqrt{(76374500)}}$$

$$r = \frac{-5730}{8739}$$

$$r = -0.65$$

### Decision

The calculated Pearson Product Moment Correlation Coefficient (r) -0.65 is less than (<) the critical table value of 0.113 at 0.05 significant levels. Since the calculated value of (r) -0.65 is less than (<) the critical table value of 0.113, the null hypothesis which stated that there is no significant relationship between the level of availability of information and communication technologies used in teaching and acquiring learning experiences in Business Education and students` satisfaction is accepted. It means that, there is high negative significant relationship between the level of availability of information and communication technologies used in teaching and acquiring learning experiences in Business Education and students` satisfaction with -0.65 as the computed (r) value

### HO<sub>2</sub>:

There is no significant relationship between the level of availability of information and communication technologies learning experiences areas available in Business Education and students` satisfaction

**Figure 2:**  
**Summary of the Responses of the Level of Availability of Information and Communication Technologies Learning Experiences Areas Available in Business Education and Students` Satisfaction**

(N) Number of Students from the Universities	(X) Level of ICT learning experiences areas available in Business Education	(Y) Students` Satisfaction Responses	XY	X <sup>2</sup>	Y <sup>2</sup>
<b>N=160</b>	<b>ΣX=391</b>	<b>ΣY=904</b>	<b>ΣXY=2932</b>	<b>ΣX<sup>2</sup>=1634</b>	<b>ΣY<sup>2</sup>=5864</b>

Using the below formula to analyse the data and test hypothesis one:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

$$r = \frac{160(2932 - (391)(904))}{\sqrt{(160(1634 - (391)^2) (160(5864 - (904)^2))}}$$

$$r = \frac{(469120 - 353464)}{\sqrt{(261440 - 152881) (938240 - 817216)}}$$

$$r = \frac{115656}{\sqrt{(108559) (121024)}}$$

$$r = \frac{115656}{\sqrt{(13138244416)}}$$

$$r = \frac{115656}{114622}$$

$$r = 1.0$$

**Decision**

The calculated Pearson Product Moment Correlation Coefficient (r) 1.0 is greater than (>) the critical table value of 0.113 at 0.05 significant levels. Since the calculated value of (r) 1.0 is greater than (>) the critical table value of 0.113, the null hypothesis which stated that there is

no significant relationship between the level of technological learning experiences acquired through Business Education and students` satisfaction is rejected. The computed value of (r) 1.0 signifies a (very high positive correlation) between the level of availability of information and communication technologies learning experiences areas available in Business Education and students` satisfaction.

3. There is no significant relationship between the level of information and communication technologies learning experiences acquired in Business Education and students` satisfaction

**Figure 3:**  
**Summary of the Responses of the Level of Availability of Information and Communication Technologies Used in Teaching and Acquiring Learning Experience in Business Education and Students Satisfaction**

(N) Number of Students from the Universities	(X) Level of availability of ICT used in teaching and acquiring experiences	(Y) Students` Satisfaction Responses	XY	X <sup>2</sup>	Y <sup>2</sup>
<b>N=160</b>	<b>ΣX=176</b>	<b>ΣY=211</b>	<b>ΣXY=188</b>	<b>ΣX<sup>2</sup>=251</b>	<b>ΣY<sup>2</sup>=315</b>

Using the below formula to analyse the data and test hypothesis one:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

$$r = \frac{160(188 - (176)(211))}{\sqrt{(160(251 - (176)^2) - (160(315 - (211)^2))}}$$

$$r = \frac{(30080 - 37136)}{\sqrt{(40160 - 30976) (50400 - 44521)}}$$

$$r = \frac{-7056}{\sqrt{(9184) (5879)}}$$

$$r = \frac{-7056}{\sqrt{(53983552)}}$$

$$r = \frac{-7056}{7347}$$
$$r = -0.96$$

### Decision

The calculated Pearson Product Moment Correlation Coefficient (r) -0.96 is less than (<) the critical table value of 0.113 at 0.05 significant levels. Since the calculated value of (r) -0.96 is less than (<) the critical table value of 0.113, the null hypothesis which stated that there is no significant relationship between the level of information and communication technologies learning experiences acquired in Business Education and students` satisfaction is not accepted. It means that, there is high negative significant relationship between the level of information and communication technologies learning experiences acquired in Business Education and students` satisfaction

### Discussions of the Results

A thorough observation of table 1 and null hypotheses 1 showed a grand mean of 2.8 representing Low Extent of Satisfaction (LES, 2 Points) and computed (r) value of -0.65 which is less than (<) the critical table value of 0.113 at 0.05 significant levels signifying a high negative significant relationship between the level of availability of information and communication technologies used in teaching and acquiring learning experiences in Business Education and students` satisfaction. This could be the reason Clever (2009) did a research on Information and Communication Technology assessment in teaching and learning of Business Education courses. The study revealed that there was a serious problem in the availability and utilization of I.C.T facilities for teaching business education courses. Table showed a grand mean of 4.5 representing High Extent of Satisfaction (HES, 4 Points) computed (r) of 1.0 signifies (very high positive correlation) between the level of availability of information and communication technologies learning experiences areas available in Business Education and Students` Satisfaction. This could be the reason Jegbefume, Utebor and Kifordu (2014), postulated that, it is that form of education that exposes its recipients to practical skills in trade, information technology, office occupation and business world at large. They added that Business Education represents a wide range and diverse discipline that is included in all types of education and delivery system of elementary, secondary and post-secondary schools. They further stressed that Business Education is education for office administration and economic understanding. The benefits of Business Education are quantum and endless but, the use of new technologies for content delivery of the said all important courses may be challenged aid in acquiring experiences. The grand mean of all the items in table 3 showed 2.2 representing Low Extent of Satisfaction (LES, 2 Points), and the Pearson Product Moment Correlation Coefficient showed high negative significant relationship between the level of information and communication technologies learning experiences acquired in Business Education and students` satisfaction.

No wonder Okoro (2013) noted that indications emerging from the world of works seem to indicate that the graduates do not seem to show adequate competency in the ICT application in their place of work.

### Conclusions

1. The respondents showed low extent of satisfaction with information and communication technology learning experiences and high negative significant relationship between the level

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of availability of information and communication technologies used in teaching and acquiring learning experiences in Business Education

2. The respondents indicated high extent of satisfaction and very high positive correlation between the level of technological learning experiences areas available in Business Education and students` satisfaction.

3. The respondents showed low extent of satisfaction and high negative significant relationship between the level of information and communication technologies learning experiences acquired in Business Education and students` satisfaction

### **Recommendations**

1. Adequate information and communication technology for learning experiences should be made available to universities for teaching and learning to enhance students` satisfaction

2 Information and communication technologies learning experiences areas in Business Education should be regularly updated to meet the global work-place benchmark and create students` satisfaction

3. Training and retraining of lecturers should be regularly done to create update in teachers` knowledge, skills and performance.

4. More time should be created for practical sessions to enable learners acquired the needed classroom experiences.

5. Parents should ensure that their children gain ICT skills before admission into the university

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