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The Impact Of Information Communication Technology On Business Education And National Development

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ABSTRACT
This study investigated the impact of information and communication technology (ICT), business education, and national development. The study adopted a descriptive survey research design. The sample of the study consisted of 200 respondents from the College of Education, Warri. The simple random sampling technique was adopted. Data were collected through the use of a well-structured questionnaire. The data were analyzed using the mean and standard deviation. The study revealed that ICT has a significant impact on business education students' skills. The study further reveals a significant relationship between ICT and national development. Based on the above findings, the study recommends the inclusion of ICT in business education in higher institutions across Nigeria.
Keywords: Information Communication Technology (ICT), National Development, Economy, Business Education

INTRODUCTION

Globally, education and technology are recognized as the cornerstones of development (Kopnina, 2020). Studies have shown that countries with higher levels of education and technological advancement tend to have higher levels of economic growth and innovation (Duderstadt, 2010). According to a report by the World Bank (2018), investing in education and technology can lead to increased productivity, improved healthcare, reduced poverty rates, and overall socioeconomic development. Additionally, the rise of the knowledge-based economy, driven by technological advancements, has created new opportunities for employment and economic growth (Choun & David, 2020). This shift towards a more knowledge-intensive economy has also emphasized the importance of continuous learning and upskilling in order to remain competitive in the global market (Alina et al., 2018). As technology continues to advance at a rapid pace, it is crucial for individuals and countries to adapt and embrace these changes in order to harness the full potential of education and technology for sustainable development (Joseph. et al., 2019). Therefore, investing in education and technology is not only beneficial for economic growth but also essential for addressing social inequalities and improving the quality of life for all individuals (Angeline & bilities, 2011).

Globalization and technological advancement have created a new global economy "powered by technology, fueled by information, and driven by knowledge (Ghirmai, 2010). By investing in education and technology, countries can ensure that their citizens are equipped with the necessary skills and knowledge to thrive in this new global economy (Sam & Martin, 2016). This will not only lead to

economic prosperity but also promote social mobility and equality. It is important for governments and organizations to prioritize education and technology in order to create a more sustainable and inclusive future for all.

Information and communication technology (ICT) occupies a central position in Nigeria's pursuit of sustainable development and global relevance (Adu *et al.,* 2014). As technology continues to advance at a rapid pace, it is crucial for countries like Nigeria to adapt and embrace these changes in order to remain competitive on the global stage (halesh., 2007) . By investing in ICT infrastructure and providing quality education to its citizens, Nigeria can ensure that its workforce is well-prepared for the challenges and opportunities of the future (Ann, 2011)

The traditional role and offerings of educational institutions have evolved in response to the new global knowledge-driven economy. Thornburg (2000) suggests that schools need to adapt to the changing landscape by focusing on teaching students critical thinking and adaptability due to the rapid growth of information access. This shift towards teaching skills over content will better prepare students for the demands of the modern economy and society. In this way, education can truly become a tool for social and economic progress, benefiting individuals and society as a whole. Schools should instead emphasize "learning to learn," or acquiring the information and abilities necessary for lifelong learning. Thus, people who are unable to learn, unlearn, and relearn will be the illiterate of the twenty-first century rather than those who are incapable of reading and writing (Tinio, 2002).

To achieve the Sustainable Development Goal for Nigeria and ensure the inclusion of ICT for the development of Nigeria, business education plays an important role as a connecting bridge between education and technology on the one hand and technology and national development on the other. Business education is a subset of education that focuses on skills for the workplace, including critical thinking, problem-solving, communication, and technology proficiency. By equipping individuals with these skills, business education not only prepares them for successful careers but also empowers them to adapt to the constantly evolving demands of the digital age (Miriam et al., 2012). As Nigeria strives to harness the potential of ICT for economic growth and social progress, integrating business education into the curriculum becomes imperative in order to cultivate a workforce that is capable of driving innovation and sustainable development in the country. It is part of vocational and technical training in universities, polytechnics, and colleges of education. Obidile and Onyeagba (2019) describe business education as a program that prepares learners for professional jobs and growth. It is a branch of vocational education that equips students with the information and skills to teach, work in an office, or be self-reliant (Okoro, 2020). At tertiary institutions, such as universities and colleges of education, business education includes an education component that allows graduates to teach in post-primary schools or seek employment elsewhere. Business education offers accounting, marketing, and Office Technology and Management (OTM) at universities, while accounting and Office Technology and Management are offered at colleges of education.

Some potential challenges of integrating ICT in business education and national development include limited access to technology in certain regions, inadequate digital infrastructure, a lack of digital literacy skills among educators and students, and the potential for increased inequality if not everyone has equal access to ICT resources. Addressing these challenges will be crucial to ensuring the successful implementation and widespread benefits of ICT in business education and national development. It is against this background that this paper intends to explore the impact of ICT on business education and national development. The paper will consider the concept of business education, information and communication technology, and national development, the nexus between ICT, business education, and national development, the challenges of ICT inclusion in business education, and the solutions to the challenges and make appropriate recommendations.

Objectives of the Study

Generally, the objective of this paper is to examine the application of ICT in business education and national development in Nigeria. Specifically, the study will examine:

1. ICT applications and their impact on in-business education.

2. ICT application and its impact on national development in Nigeria.
3. Challenges of access to ICT and its implications for business education and national development

Research Questions

1. What are the impacts of ICT applications in business education in Nigeria?
2. How is national development impacted by ICT?
3. What are the challenges militating against access to ICT and its implications for business education and national development?

Literature Review

Concepts of Business Education

The study of business education focuses on imparting knowledge of specific business processes and practices as well as computer skills, including shorthand, accounting, information processing, typing, and keyboarding. According to Aliyu (2006), the following are the objectives of business education at tertiary institutions: to develop a matured understanding of the general nature of business; provide the needed background on the general nature of business; provide training for leadership in business; provide training in specialized phases of business activity; and lay a cultural and ethical foundation for the development of the foregoing objectives. Similarly, Osula (as cited in Odike & Nnaekwe, 2018) noted that business education at all levels of education enables the recipients to: acquire skills and knowledge of business; develop basic skills for personal use in the future; Relate the knowledge and skills acquired to national development. Develop skills for office occupations, prepare students for further training in business studies, and assist those who would not acquire further training in starting a job in the workforce by giving them orientation and basic skills. Nwanewezi (2010) states that business education encompasses economic understanding, business administration, business teaching, and training for office-based jobs. However, one can say that business education is the intellectual and vocational instructions given to students to earn a living in the contemporary industrial and ever-changing business environment. (Ubulom & Okubotimibi, 2013)

In Nigeria, business education is primarily offered as a comprehensive course in tertiary institutions, especially in colleges and faculties of education in universities. Teaching aims to bring about positive changes in the conduct of the students by modeling the behavior that is required of them and by improving both the learner and the society in which he lives. Even though the novelty of ICT has always drawn more attention than its promise, education has always been valued, even in the early days of the ICT period. (Mogboh, 2002).

Business education is now made possible by the intriguing topic of value generation in ICT. Students who study business do so primarily to obtain work on terms that are better than they would have if they had not chosen this path (Preffer & Fong, 2004). Few students study business for the pleasure of studying about business. In the study of business, the pedagogical potential of ICT has been overlooked. From the beginning of the ICT period, the value of pedagogy has been acknowledged; yet, the novelty of ICT has usually received more attention than its potential to add value (Nwokedi, 2007).

The Importance of Business Education

Business education, as an indispensable education for economic growth and development in any nation, plays an undisputable part in the achievement of the general aims of education at every level of education in Nigeria. Importantly, business education has its main objective of preparing the youth to enter a career, to render efficient service, and to advance from their present level of employment to higher levels, which arguably will have a significant effect on economic development (Utoware, Kren-Ikidi, & Apreala 2018).

Basic business education knowledge affords every citizen a great opportunity to develop their skills, abilities, and understanding of the many opportunities available in the broader field of business. Furthermore, business education helps individuals develop their skills and abilities to assume their citizenship responsibilities by giving them a proper education to participate in, as well as helping them understand and appreciate the business system (Osuala, 2003). Business education encompasses a broad area of knowledge that deals with the economy. The study of business education deals with the role of business as well as the economic institution; it provides content and experiences and prepares every individual to fully and effectively participate in economic activities and as consumers (Nigerian Ministry of Education, 2015).

Business education as a field of education in Nigeria provides lifelong education, which agrees with the Nigerian educational philosophy. Business education involves teaching students the fundamentals, theories, and processes of business. Education in this field occurs at several levels in Nigeria, including secondary education, higher education, and university education. In Nigeria, approximately 40% of students enroll in one or more business courses during their secondary and higher education (Nigerian Ministry of Education, 2015).

Edomwonyi and Osarumwense (2017), Osuala (2009), and Njoku (2007) concur that, as a field of education, business education is concerned with the development of skills and knowledge needed in order to enable an individual to function effectively. An obvious characteristic has been its devotion to offering an education that is relevant to Nigerians and the entire world in which the recipient lives and works. As an educational area, business education is a broad area of knowledge that deals with the entire enterprise system and identifies and explains the role of business in a dynamic economy (Nedum-Ogbede, 2018). Business education involves all types of education that enable an individual to know, have skills, understand, and modify his or her attitudes to do whatever is needed to be done in business transactions, dealings, and situations, whether as a maker or user of goods and services (Njoku, 2007).

Concept of Development

Development is the process of structural transformation (Atolia et al., 2020). It is the process of improving the quality of all human lives in three equally important aspects. According to Todaro & Smith (2015), the three important aspects of development are: raising people's living levels , i.e., their incomes, and consumption levels of food, medical services, and education through "relevant" economic growth processes; creating conditions conducive to the growth of people's self-esteem through the establishment of social, political, and economic systems and institutions that promote human dignity and respect; and increasing people's freedom to choose by enlarging the range of their choice variables, e.g., increasing varieties of consumer goods and services.

According to Gboyega (2003), development is an ideology that encompasses all efforts to enhance human existence in all of its manifestations. It calls for the elimination or significant reduction of poverty and unequal access to the good things in life. It also involves an increase in the material well-being of all people, not just the wealthiest and most powerful, in a sustainable manner so that present consumption does not endanger future generations. It aims to increase opportunities in life, livelihoods, and personal physical security. According to Naomi (1995), development is often understood to include not just economic growth but also some sense of fair distribution, the provision of housing, health care, education, and other necessities with the goal of enhancing both the individual and collective.

Development could be referred to as the process of social, economic, and political transformation that leads to improvements in the quality of life for a country's citizens (Boakye, 2012). It involves changes in infrastructure, technology, education, healthcare, and governance systems, among other factors (De, 2012). Development is crucial for countries to address issues such as poverty, unemployment, and inequality and to create a better future for their people (Kosack & Tobin, 2015). Without meaningful development, countries may struggle to provide basic necessities, create opportunities for their citizens, and achieve overall progress (Kosack & Tobin, 2015). The pride of any government is the attainment of a higher level of development in such a way that its citizens will derive a natural attachment to governance (Nwafor, 2023) .

However, for a nation to be in a phase of development, there must be some pre-requisites, which include socio-political and economic stability. Without these pre-requisites, it becomes challenging to achieve sustainable development and foster a strong bond between citizens and governance. The level of development is one of the indices that separates a developed nation from a developing nation. In the same vein, the difference between a first-world country and a third-world country is often determined by the overall standard of living and quality of life for its citizens, which again is premised on level of development (Jordan & Scheidt, 2018).

According to the World Bank, the gap between developed and developing countries has been widening over the past few decades (Galasso, 2015). In 1990, the average income of the richest 10% of the world's population was about 60 times higher than that of the poorest 10%. By 2015, this gap had increased to over 70 times. This growing disparity in wealth and income distribution is a major challenge for developing countries, as it perpetuates poverty and prevents them from achieving sustainable development. The gap between developed and developing countries is static or narrow but is continually widening. A large majority of the world's population in developing countries lives in a state of poverty. The problems of urban population, rural

stagnation, unemployment, and growing inequalities continue to face less developed countries, to which Nigeria belongs (Mesa, 2012). Hopes of accelerated development are difficult to realize. This gloomy situation is of great concern to stakeholders, and it concerns the citizenry. Nigeria has not been able to engender meaningful development in spite of its huge resource endowment. This has greatly affected her quest to improve the quality of life for her citizens. Poverty, unemployment, and starvation still pervade every nook and cranny of the country. Growing inequalities manifest in disparities in income, education, and healthcare, with marginalized groups often bearing the brunt of these disparities.

Concepts of Information and Communication Technology (ICT)

To properly appreciate the value of ICT in education, it is necessary to grasp what ICT is. The abbreviation ICT refers to information and communication technology. Many different tools and resources for communicating, generating, transmitting, and managing information make up this type of technology. ICT concepts and abilities are now widely regarded as essential elements of education in many of these countries. ICT has significantly changed a knowledge-based society. The greatest of its many offspring, a greater focus on education, has had a profound effect on society as a whole since its founding. Using ICTs to transform education is a big project with a lot of implications.

Pedagogically speaking, research is now being done on how to build and solidify meaningful learning through the use of technology in the classroom. The emergence of a knowledge-based economy has made the world more competitive. School educational methods are built around these concepts and the cutting edge of technology. Technological developments in education have had a dramatic impact on how individuals connect, communicate, learn, and conduct research. As a result, technology has turned into a growth-promoting catalyst that has made educational innovation possible (Okubotimibi, Ubulom, & Dambo, 2015). The outcomes of this scientific advancement are intended to tackle social and educational problems that promote progress. This tendency was first triggered by the invention of various technologies, such as voice recorders, televisions, and calculators. But in order to support student learning, technological improvements have made it essential to integrate technology into the classroom. The act of instructing is the final step in the teaching-learning process.

ICT in Business Education

ICT refers to the application of computer technology, which encompasses media, delivery systems, hardware, peripheral devices, and software. ISTE NETS guidelines and UNESCO use this term to describe the use of technology in the classroom. Academic programs in business education are designed to help students acquire the skills they need to succeed in their careers, manage their own businesses, live more comfortably in society, and help build a better nation. As a result, its constituent parts combine general education and business elements. Since the industrial revolution in the Western world and indigenization policies, the demand for business knowledge has continued to rise and increase. Higher demand for business education is on the rise to fill the void left by increased unemployment. Youth restlessness and social vices cannot be avoided if the skills gap among those who have graduated from the nation's higher education institutions is not closed. As a result, it is imperative that students receive business education via a teaching and learning approach that maximizes the use of ICTs. Until then, the program's lofty ambitions could not be met. ICT is increasingly being used to enhance people's quality of life nowadays. In recent years, its use has increased significantly. Numerous language institutes worldwide have recognized the critical role of ICT in the teaching and learning process.

Data establishment, management, and communication all depend heavily on information and communication technologies (ICT). ICT has been widely recognized as one of the most effective tools to be used in the teaching and learning process. Throughout this research, the term "electronic technologies" refers to a wide range of technological tools, electronic technologies, and resources that are utilized to transmit, disseminate, manage, and store information in the course of teaching and learning. The concept of ICT's influence on education is that it makes learning possible anywhere, anytime, and in any format. Undergraduate students shouldn't be afraid of information and communications technology (ICT), according to research showing that students without phobias do significantly better than those with computer phobias.

Understanding integration

Technology integration has been defined in numerous ways by different authors. For instance, Ntuli and Kyei-Blankson (2013) refer to technology integration as the use of various digital and hardware tools to facilitate the process of teaching and learning in and outside the classroom. Dockstader (1999) believes that technology

integration is using computers effectively and efficiently in general content areas to allow students to learn how to apply computer skills in meaningful ways. Similarly, Kafyulilo (2015) maintains that technology integration is using software supported by the business world for real-world applications, so students learn to use computers flexibly, purposefully, and creatively.

Belland (2009) believed that technology integration means using technology to make learning more efficient or effective, as well as the use of technology to help students solve problems. Also, Redmann and Kotrlik (2008) saw technology integration as "the making, modification, usage, and knowledge of tools, machines, techniques, crafts, systems, and methods of organization to solve a problem, improve a pre-existing solution to a problem, achieve a goal, handle an applied input or output relationship, or perform a specific function." Technology integration has been regarded as a sustainable and persistent change in the social system of schools caused by the adoption of technology to help students construct knowledge (Gibson, 2001). Additionally, technology integration has also been defined in other ways; for example, technology integration is having the curriculum drive technology usage, not having technology drive the curriculum. Technology integration is organizing the goals of curriculum and technology into a coordinated, harmonious whole (Dockstader, 1999). Hence, having identified various definitions of the term technology integration, the next section will discuss why technology should be integrated into teaching and learning.

RESEARCH METHODS

This study designates a descriptive survey type because it attempts to examine the impact of ICT on the teaching and learning of business education and the development of the Nigerian nation. The survey method is appropriate, especially for collecting individuals' opinions, approaches, and impressions**.** The target population covers two hundred (200) students and lecturers of business education in the College of Education, Warri, Delta State. A simple random sampling technique was used in nominating the respondents from the population. The instrument for data collection was a 4-point Likert scale questionnaire: Strongly agree (SA), agree (A), disagree (DA), and strongly disagree (SD). The respondents were composed in proffering information, and it was made clear to them that the information so collected would be explicitly used for academic objectives and that absolute confidentiality would be well-kept.

RESULTS

Research Question One: *What are the impacts of ICT application in Business Education in Nigeria?*

Table 1 Relationship between teaching and learning to ICT facilities in business education

S/NO	ITEM	MEAN	STD	DECISION
1.	Availability of ICT facilities having no effect on teaching and learning of business education	2.0	1.33	Disagree
2.	Availability of ICT facilities affecting in teaching and learning of Business Education in Nigeria	2.7	0.56	Agree
3.	Availability of personnel affecting the use of ICT in teaching and learning of business education	2.8	0.48	Agree
4.	Availability of ICT improving students' understanding of concepts in business education	2.7	0.56	Agree
5.	Availability of ICT and its uses having positive effects on teaching and learning of business education	2.9	0.40	Agree
TOTAL		**13.1**		

Table 1. The result indicates that all the items (1–5) were rated by the respondents above 2.50, which was the benchmark score for making the decision to accept or not to accept an item. Similarly, the mean of the

items put together (13.1) was rated above the normative mean value of 10. This is indicative of a positive relationship between teaching and learning and ICT facilities in business education. This correlation suggests that the use of ICT facilities in business education enhances both teaching and learning experiences for students. This positive relationship highlights the potential benefits of utilizing ICT resources in educational settings to improve overall academic performance and engagement. The findings of this study support the idea that incorporating ICT facilities into business education can lead to better outcomes for both educators and students. This not only improves the quality of education but also fosters a more engaging and effective learning experience that can ultimately lead to improved academic success and career readiness. The positive correlation between teaching and learning with ICT facilities in business education underscores the importance of embracing technology as a valuable tool for enhancing educational outcomes in the modern era.

This shift towards digital learning not only prepares students for the workforce of tomorrow but also helps them develop essential skills such as critical thinking, collaboration, and problem-solving. Moreso, the use of technology can help bridge the gap between traditional classroom instruction and the digital world that students are immersed in outside of school.

Research Question Two*:* *What are the impacts of ICT in National Development?*

Table 2: Relationship between ICT and national Development

S/NO.	ITEM	Mean	Std	Decision
6.	Teachers ability to use ICT depends on their experience to use latest software to enhance teaching and learning in business education.	2.8	0.48	Agree
7.	A well trained and innovative teacher adopts the use of ICT than poor trained teacher.	3.0	0.33	Agree
8.	Teachers length of teaching and experience does not influence the use of ICT in business education.	2.0	1.33	Disagree
9.	Students competency to utilize ICT facilities do not impress their understanding in business education.	2.7	0.56	Agree
10.	Periodic training of teachers in the use of ICT facilities do not improve exposure of students to their use.	2.7	0.56	Agree
	TOTAL	**13.4**		

Table 2. The result indicates that all the items (6–10) were rated by the respondents above 2.50, which was the benchmark score for making the decision to accept or not to accept an item. From the grand mean analysis, it was found that the observed grand mean value of 13.4 was higher than the criterion mean value of 10.0. This is indicative of a significant impact. It means that there is a significant impact on the relationship between ICT and national development. This goes to show that ICT inclusion significantly impacts national development. Overall, the data suggests that the items in question were well-received by the respondents and were rated above the acceptable benchmark score. The higher grand mean value further supports the idea that there is a significant impact of ICT on national development. This finding underscores the importance of incorporating ICT into the development strategies of countries, as it can lead to tangible improvements in various aspects of society. In conclusion, the results highlight the critical role that ICT plays in driving national development forward. The integration of information and communication technology (ICT) has been shown to have a positive impact on national development. Through the data collected, it is evident that ICT initiatives are well-received and have the potential to

contribute to sustainable development goals. This emphasizes the need for Nigeria to prioritize ICT in their development agendas to achieve tangible improvements in society. In summary, the findings emphasize the crucial role of ICT in driving national development towards a more sustainable future.

Moving forward, it will be crucial for policymakers to continue investing in ICT infrastructure and education to ensure that all sectors of society can benefit from its potential. Additionally, further research should be conducted to explore the specific mechanisms through which ICT contributes to national development, allowing for more targeted and effective strategies to be implemented.

Research Question Three: *What are the challenges militating against access to ICT and its implication to Business Education and National Development?*

Table 3 Relationship between ICT Challenges, Business Education and National Development

S/NO.	Item	Mean	Std	Decision
11.	Teachers' ability to use ICT depends on their experience to use latest software to enhance teaching and learning in business education.	2.8	0.48	Agree
12.	A well trained and innovative teacher adopts the use of ICT than poor trained teacher.	3.0	0.33	Agree
13.	experience does not influence the use of ICT in business education.	2.4	1.33	Disagree
14.	competency to utilize ICT facilities do not impress their understanding in business education.	3.0	0.33	Agree
15.	Periodic training of teachers in the use of ICT facilities do not improve exposure of students to their use.	2.5	0.56	Agree
	TOTAL	**13.7**		

Table 3. The result indicates that all the items (11–15) were rated by the respondents above 2.50, which was the benchmark score for making the decision to accept or not to accept an item. Similarly, the mean of the items put together (14.4) was rated above the normative mean value of 10. This is indicative of the positive impact of challenges militating against access to ICT and its implications for business education and national development. The result shows that inclusion of ICT in nation-building development is faced with challenges, and these challenges impact the national development of a country. It is crucial for policymakers and educators to address these challenges in order to fully harness the potential of ICT for business education and national development. By overcoming these obstacles, countries can improve their overall competitiveness and innovation in the global economy.

Furthermore, it is essential for governments to invest in infrastructure and provide adequate resources for the integration of ICT into educational curricula. This will not only equip students with the necessary skills for the digital age but also empower them to be active participants in the economy. Collaboration between industry experts and educational institutions can lead to the development of relevant and practical programs that meet the needs of the business community. Ultimately, by embracing the potential of ICT and addressing the challenges that come with it, countries can pave the way for sustainable growth and development in the digital era. For example, in Estonia, the government has partnered with private companies to create a digital society where citizens can access government services online, leading to increased efficiency and convenience (Metcalf, 2019). This has not only improved the overall quality of life for Estonian citizens but has also attracted international attention for its innovative approach to digital governance (Sina, 2020). By investing in ICT infrastructure and fostering collaboration between different

sectors, countries can position themselves as leaders in the digital economy and stay ahead of the curve in an increasingly interconnected world (Anu, 2019). Embracing technological advancements and leveraging them for the benefit of society as a whole is essential for driving progress and ensuring sustainable development in the modern age.

Nigeria has recognized the importance of investing in ICT infrastructure and fostering collaboration between sectors to improve the quality of life for its citizens. By following Estonia's example, Nigeria can position itself as a leader in the digital economy and attract international attention for its innovative approach to digital governance. Embracing technological advancements will be crucial for driving progress and ensuring sustainable development in an interconnected world. However, Nigeria also faces several challenges in fully realizing its potential in the digital economy. Some of these challenges include limited access to ICT infrastructure in remote areas, a lack of digital literacy among certain populations, and cybersecurity threats. Overcoming these obstacles will require strong leadership, strategic investments, and partnerships with both domestic and international stakeholders. Despite these challenges, Nigeria has the opportunity to leverage its unique strengths and resources to overcome these obstacles and emerge as a leader in the digital economy. Business education and ICT inclusion are crucial in addressing the challenges faced by Nigeria, such as limited access to ICT infrastructure in remote areas and a lack of digital literacy among certain populations. Strong leadership, strategic investments, and partnerships with both domestic and international stakeholders will be essential to overcoming these obstacles.

CONCLUSION

In order to achieve sustainable development, Nigeria must embrace ICT. Nigeria must utilize ICT to promote health, politics, education, business, agriculture, national security, and poverty alleviation in order to be economically competitive, politically stable, and socially secure. The nation must concentrate its efforts on the constructive development, accessibility, and application of ICT in both urban and rural areas, where the bulk of the impoverished live. Nigeria's socio-economic development can be enhanced since ICT has emerged as the country's third-biggest contributor to GDP and the largest employer, behind the government, along with overall improvements in the country's citizens' standard of living.

RECOMMENDATIONS

It is worthy of note that the successful use of ICT as a stimulant in business education depends, to a large extent, on the supportive policies of the three tiers of government. Therefore, the following recommendations are made to promote and improve the development of ICT education in:

1. Computer equipment and peripherals are generally capital intensive; therefore, philanthropists, the organized private sector, and even the informal sector must be enlightened about the need for computer education so that they can contribute generously to finance the installation of systems in public primary and secondary schools.
2. That every local government should endeavor to build a computer center where system peripherals and software are installed for the use of students and teachers.
3. Restructuring of the educational industry with a view to making ICT inclusion essential and mandatory for all stakeholders
4. Wireless technology requiring limited electricity or perhaps none of all in all rural areas should be an option to consider.
5. The use of internet technology with special attention to the communications dimension of computer technology should be developed to encourage the sharing of materials and information within the country and easy retrieval of information.

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