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EFFECT OF DIGITALIZATION ON THE PERFORMANCE OF BUSINESS EDUCATORS IN TERTIARY INSTITUTIONS IN EKITI STATE

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Abstract
The study was carried out to examine the Effect of Digitalization on the Performance of Business Educators in Tertiary Institutions in Ekiti State. The specific objective is to investigate the technological level and Job Performance of Business Education Lecturers in public Tertiary Institutions in Ekiti State. The study was guided by three research questions. This paper adopted the use of a questionnaire as a base for its primary source of data. The data collected from respondents were analysed using a simple percentage method. One hundred and Fifty (150) questionnaire copies were administered to respondents which comprise selected staff of the tertiary institutions in Ekiti State. It was found that the technological level of digitalizing lectures job performance in public Tertiary Institutions in Ekiti State is at a moderate rate, that application software skills have positive impacts on the future of business education in public Tertiary Institutions in Ekiti State and the findings revealed a positive impact of development of computer programming skills and the future of business education. It was therefore recommended that adequate funding should be provided by appropriate authorities to secure modern e-learning software technologies in order to enhance effective teaching and sustenance of business education in future and that digital skills training should be encouraged by relevant authorities such as sponsoring business educators for seminars, conferences and workshops.

Keywords: Digitalization, Performance, Business Educators, Tertiary Institutions.

Introduction

Business Education, according to Ile and Mekuri-Ndimele (2022) is a broad-based programme that has a composite of courses in general education, basic business and office education. Business Education is synonymous with any education given in the vocational tertiary institutions, which prepares the individual to acquire skills and competencies in office education as well as in pedagogy necessary for teaching. It equips students with business concepts, knowledge, attitudes, habits and skills for personal use, and for entry into the business world as employers or employees. Those who teach business education should be able to teach ethics and morals to students by the way they talk to them and show what they say by their behaviour. They should be versatile with modern information technologies like the word processors, computers, dictating machines, reprographic and storage machines, copiers and printers, microfilm machines, accounting and fax machines, calculators, electronic mail, voice mail, telecommunicating and teleconferencing machines etc. Therefore, the business educators should be ready to equip the students with the necessary skills, facts, knowledge, understanding, habits and attitudes that will make them meaningfully

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exist with others as useful and productive members of the society.

However, the sordid situation in tertiary institutions offering Business Education is the use of insufficient, deficient and obsolete equipment in Business Education Departments. As a result of this the imparting of knowledge is eighty percent theory and twenty percent practical. The reverse should be the case. Office Education should be a core subject in Business Education and one, which should be made mandatory for all students in tertiary institutions, as all products of these institutions would one day end up in the office either as employers or employees. (Obindah, 2017). Academic performance is the outcome of education, the extent to which a student and lecturer or institution has achieved their educational goals. The influence of lecturers or teachers' teaching effectiveness on the learning outcome of students as measured by student's academic performance has been the subject of several studies (Tang, 2020) and (Maranan, 2017).

The teaching role of lecturers involves preparing and delivering of lectures, supervision of students in industrial training, final year project, post graduate students, marking assessments and grading of scripts. Other functions include development and promotion of innovative teaching methods, consultation with students and production of teaching materials for students. Research role involves carrying out investigations on identified problem(s), presentation of findings of such investigations in conferences/seminars and publishing the findings in journals and/or text books. The third role involves rendering services both to the school and the community at large. Such services include heading a department, faculty, committee, external supervisor, advisor of student societies, members of other recognized committees at departmental, faculty and university levels– example; sports, graduation, convocation etc. Hanappi-Egger (2020) states that teaching and research are the core functions of a lecturer and their quality can be improved by hiring the best scholars and empowering them with good incentives.

Statement of the Problem

The performance of lecturers in tertiary institutions in Nigeria has been criticized in recent times by stakeholders, particularly regarding the inadequate use of digital facilities for teaching and supervision (Hanappi-Egger, 2020; Tang, 2020). Many lecturers in these institutions are observed to have poor digital skills, which contributes to ineffective supervision and less engaging academic experiences for students (Tang, 2020). This gap has raised concerns about the quality of graduates and the effectiveness of teaching and supervisory roles, as these educators often lack the zeal and digital competence expected in a rapidly evolving digital landscape. Insufficient digital infrastructure, compounded by inadequate digital training for lecturers, has further hampered their ability to integrate digital tools into their teaching practices effectively (Omotayo & Yunus, 2016). Against these identified problems, this study examines the effect of digitalization on the performance of business educators in tertiary institutions in Ekiti State.

Objectives of the Study

The objective of this study was to examine the Effect of Digitalization on Performance of Business Educators in Tertiary Institutions in Ekiti State. The specific objectives were to;

1. Investigate the impact of technological skills on the job performance of business education

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lecturers in public tertiary institutions in Ekiti State.

2. Examine the influence of application software skills on teaching effectiveness and student engagement in public tertiary institutions in Ekiti State.
3. Determine the role of computer programming skills in enhancing the adaptability and future career prospects of business education lecturers.

Research Questions

1. How do technological skills impact the job performance of business education lecturers in public tertiary institutions in Ekiti State?
2. What is the influence of application software skills on teaching effectiveness and student engagement in public tertiary institutions in Ekiti State?
3. How do computer programming skills contribute to the adaptability and future career prospects of business education lecturers in Ekiti State?

Research Hypothesis

$H_0$1: Technological skills have no significant impact on the job performance of business education lecturers in public tertiary institutions in Ekiti State.

Review of related literatures

Concept of Digitalization in Education

Digitalization in education refers to the integration of digital tools, technologies, and platforms into academic processes to facilitate learning, enhance instructional delivery, and streamline administrative tasks (Webb, McQuaid, & Webster, 2021). This concept encompasses a wide range of digital innovations, including virtual learning environments, online assessments, digital content delivery, and data-driven teaching practices. Digitalization not only transforms traditional teaching methods but also allows for more personalized, engaging, and efficient learning experiences. In essence, it is a process that equips educators and students with the skills and tools required to thrive in an increasingly digital world (Pashkus, Bavina, & Egorova, 2020).

In business education, digitalization is particularly valuable, as it enables educators to simulate real-world business scenarios, promote critical thinking, and expose students to technology-driven work environments. Application software skills such as proficiency in spreadsheets, word processing, and presentation software equip business educators to deliver content more effectively, manage coursework, and interact with students in more engaging ways. Furthermore, digitalization supports collaborative learning through platforms like online discussion boards, virtual classrooms, and multimedia tools, fostering a more interactive learning environment (Tang, 2020).

Moreover, digitalization in education requires business educators to develop not only basic digital literacy but also specialized skills such as data analysis, software application, and programming. These competencies allow educators to leverage digital tools that enrich the curriculum, enhance student engagement, and support academic achievement. For example, Koetsier and Teun (2021) highlight that the ability to analyze data and utilize digital tools for assessment enables educators to track students' progress and make data-informed decisions about instructional methods.

The rise of digitalization in education has brought forth new

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opportunities for pedagogical innovation. With digital tools, business educators can move beyond conventional teaching approaches and explore more flexible, technology-enhanced instructional strategies. This includes the use of online simulations, interactive multimedia presentations, and augmented reality (AR) or virtual reality (VR) experiences, which can make complex business concepts more tangible and relatable for students (Hanappi-Egger, 2020). Additionally, digital tools allow for adaptive learning, wherein course materials can be tailored to meet individual students' needs and pace, thus supporting a more personalized learning experience.

Digitalization also encourages a shift toward student-centered learning, where students actively engage with digital content rather than passively receive information. For instance, online platforms enable students to access materials, participate in discussions, and collaborate on projects remotely. This flexibility is especially beneficial in business education, where understanding teamwork, digital communication, and technological agility are critical to students' future professional success. Studies like that of Webb, McQuaid, and Webster (2021) emphasize that digital skills in business education prepare students for the demands of the modern workplace, where digital literacy is increasingly a prerequisite.

Concept of Educator Performance

Educator performance in digitalized educational settings is defined as the effectiveness with which educators deliver content, engage students, and utilize digital resources to achieve learning outcomes. In business education, educator performance is particularly vital, as it directly influences students' acquisition of skills needed for employability and entrepreneurial pursuits. Key indicators of educator performance include teaching effectiveness, student engagement, curriculum innovation, and the successful integration of digital tools (Tang, 2020).

Effective educator performance involves not only delivering academic content but also guiding students to apply theoretical knowledge in practical settings. This is especially relevant in business education, where teaching often involves case studies, simulations, and project-based learning. The ability to navigate and leverage digital tools, such as learning management systems (LMS), data analytics software, and online collaboration platforms, is essential for enhancing instructional quality. Educators who are adept in using these technologies can manage classroom activities more efficiently, provide timely feedback, and foster a more interactive and supportive learning environment (Pashkus, Bavina, & Egorova, 2020).

Furthermore, educator performance in digitalized settings is influenced by the educator's attitudes toward technology, as well as by institutional support and access to training. Hanappi-Egger (2020) notes that educators' digital competencies are shaped by ongoing professional development and institutional investments in technology infrastructure. Educators who receive adequate training and resources are better equipped to integrate digital tools effectively, which in turn can lead to improved student learning outcomes.

Theoretical Framework

To understand the factors influencing educators' adoption of digitalization, this study adopts the Technology Acceptance Model (TAM), developed by Davis, Bagozzi, and

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Warshaw. TAM posits that an individual's acceptance of new technology is determined by two main factors: perceived usefulness (PU) and perceived ease of use (PEOU). Perceived usefulness refers to the extent to which an individual believes that using a technology will enhance their performance, while perceived ease of use reflects their belief that using the technology will be free of effort.

In the context of business education, TAM is relevant for understanding how business educators perceive and integrate digitalization into their teaching practices. Educators who perceive digital tools as beneficial and easy to use are more likely to adopt them and adapt their teaching methods accordingly. For example, if business educators believe that application software or programming skills will improve their instructional effectiveness and make their work more manageable, they are more inclined to incorporate these skills into their curriculum (Webb, McQuaid, & Webster, 2021).

By anchoring this study in TAM, the analysis explored how business educators' perceptions of digital tools influence their performance, specifically in terms of teaching effectiveness, student engagement, and curriculum innovation. Understanding these factors is crucial for addressing potential barriers to digitalization and promoting a more effective integration of technology within business education in tertiary institutions.

Empirical Review

Tang (2020) investigates the effect of digital tools on teaching effectiveness among university educators in various Asian countries. The study used a survey-based approach, sampling 200 educators from multiple disciplines, including business education, who were surveyed on their use of interactive whiteboards, e-learning platforms, and virtual classrooms. Data analysis through descriptive statistics revealed that educators with strong digital competencies created more interactive and engaging learning environments. The study concluded that digital tools enhance teaching quality, supporting student-centered learning where students actively engage with the material. The survey methodology allowed for a broad assessment of digital tools across disciplines, offering insights applicable to business education.

Hanappi-Egger (2020) examines how digitalization affects educators' efficiency and their ability to supervise students in European universities. Using a mixed-methods approach, the study combined surveys and in-depth interviews with 150 educators to explore how digital tools like online grading systems and learning management platforms improved educators' efficiency. Quantitative data indicated that these digital tools reduced the time required for administrative tasks, while qualitative insights from interviews highlighted how digitalization facilitated timely feedback and effective student tracking. The study underscores the importance of digital proficiency, especially in business education, where real-time feedback is integral to simulating industry standards.

Koetsier and Teun (2021) explore the impact of application software skills on the instructional effectiveness of business educators across three universities through a quasi-experimental study. The study sampled 120 educators, dividing them into two groups: one trained in application software such as spreadsheets and project management tools, and a control group without additional training. Pre- and post-tests measured the effectiveness of using

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practical business scenario simulations in teaching. Findings revealed a marked improvement in the trained group, as educators were better equipped to engage students and simulate real-world business environments. This quasi-experimental approach provided strong evidence that application software skills enhance practical teaching outcomes in business education.

Webb, McQuaid, and Webster (2021) analyze the role of programming skills in curriculum innovation among higher education educators through a case study approach. The study followed 15 educators proficient in programming over one semester, gathering observational data and conducting interviews on their curriculum development practices. The findings revealed that programming skills allowed educators to develop customized digital resources, automate grading processes, and adapt course content to include real-world data analysis. The case study approach provided in-depth insights, illustrating that programming skills contribute to a more adaptable and dynamic curriculum, particularly relevant to business education where technological fluency is essential.

Pashkus, Bavina, and Egorova (2020) investigate the barriers to digitalization among educators in Russian tertiary institutions following the COVID-19 pandemic. Using a cross-sectional survey design, the study sampled 300 educators across various disciplines to identify factors hindering digital adoption, such as limited digital infrastructure, lack of training, and insufficient institutional support. Survey findings indicated that these barriers significantly affected educators' performance, as they were unable to fully integrate digital tools into their teaching practices. The study highlighted that for business education, overcoming these challenges is critical, as digital skills are increasingly required to prepare students for technology-driven careers.

Conceptual Framework

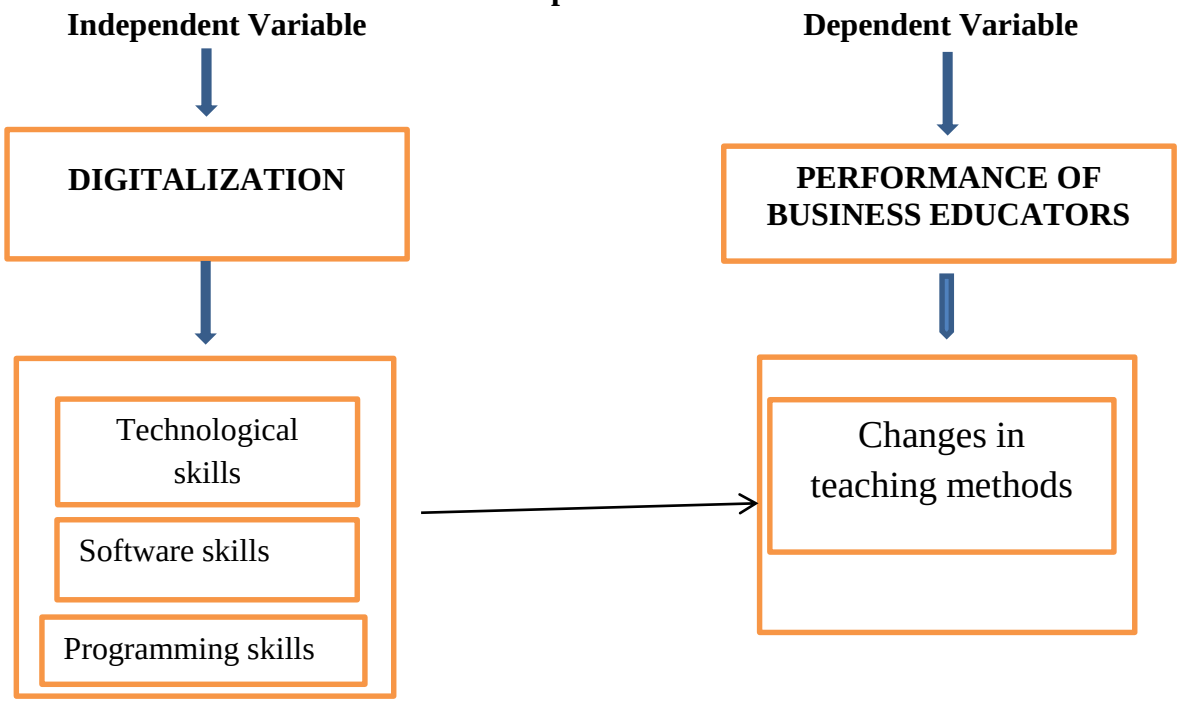

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Figure 1: Conceptual Framework Showing Digitalization and the performance of business educators.

Source: Researcher's Conceptual Model, 2023

The above conceptual framework in figure 1 centres around two key variables: digitalization as the independent variable and the performance of business educators as the dependent variable. Digitalization is defined as the process of integrating digital technologies and tools into various aspects of education. In this context, it is assessed through three specific dimensions: technological skills, application software skills, and computer programming skills. Technological skills pertain to the educators' proficiency in using digital hardware and software, encompassing their familiarity with various digital tools. Application software skills focus on the educators' ability to effectively utilize software applications pertinent to their teaching and the domain of business education. Computer programming skills measure their competence in writing and executing computer programs, which may be relevant to their educational activities.

On the other hand, the dependent variable in this framework is the performance of business educators. This encompasses their overall effectiveness in delivering educational content and facilitating meaningful learning experiences for their students. The key metric for assessing their performance is "Changes in Teaching Methods." These measures were adapted from prior literatures (Kehinde (2017), Noel (2017), Trucano (2015)). This metric captures the extent to which business educators adapt and modify their instructional approaches as a result of incorporating digitalization into their teaching practices. It encompasses factors such as the integration of digital tools, shifts in curriculum design to incorporate digital elements, and alterations in pedagogical strategies to leverage digital technologies for enhanced educational outcomes.

Methodology

The study employed a survey research design to investigate the impact of digitalization on the performance of business educators in tertiary institutions. The target population consisted of 150 academic staff from the business education departments across six tertiary institutions in Ekiti State: Ekiti State University, The Federal University Oye-Ekiti, Afe-Babalola University, The Federal Polytechnic Ado-Ekiti, Ekiti State Polytechnic Isan-Ekiti, and Crown Polytechnic Ado-Ekiti. To select participants, a stratified random sampling method was used, ensuring representation from each institution proportional to the size of their business education department. This approach aimed to capture diverse perspectives across various levels of digitalization adoption. Data were collected via a structured questionnaire, which was validated for face and content accuracy by experts in the field. The questionnaire covered items related to digital competencies, perceived impacts of digital tools on teaching effectiveness, and barriers to digital integration. Descriptive statistics were used for data analysis, providing a broad view of the extent to which digitalization affects educator performance within these institutions.

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Data Analysis

Research question 1: How do technological skills impact the job performance of business education lecturers in public tertiary institutions in Ekiti State?

Table 1: The impact of technological skills on the job performance of business education lecturers in public tertiary institutions in Ekiti State.

S/N	Items	N	Agree (1)	Disagree (2)	Min	Max	Mean	Std. Deviation
1.	Proficiency in using educational technology improves teaching effectiveness.	150	130	20	1	2	1.33	0.34
2.	The ability to troubleshoot technical issues contributes to uninterrupted classroom instruction.	150	140	10	1	2	1.07	0.25
3.	Digital literacy skills enhance the organization and management of course materials.	150	150	0	1	2	1.00	0.00
4.	Competency in learning management systems increases administrative efficiency.	150	135	15	1	2	1.11	0.30
5.	Integration of multimedia resources enhances student comprehension of complex concepts	150	120	30	1	2	1.20	0.40

Source: Field Survey (2023)

The data in Table 1 reveals a strong consensus among respondents on the positive impact of technological skills on the job performance of business education lecturers in public tertiary institutions in Ekiti State. Firstly, proficiency in using educational technology is noted to improve teaching effectiveness, with a mean score of 1.33 and a low standard deviation of 0.34. Furthermore, the ability to troubleshoot technical issues plays a critical role in ensuring uninterrupted classroom instruction, evidenced by a mean of 1.07 and an even lower standard deviation of 0.25. Additionally, digital literacy skills are unanimously recognized as vital for effective organization and management of course materials, as indicated by a mean of 1.00 and a standard deviation of 0.00. Competency in learning management systems is also beneficial for administrative efficiency, with a mean score of 1.11 and an SD of 0.30. Finally, integrating multimedia resources to enhance student comprehension of complex concepts is agreed upon by most respondents, as shown

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by a mean of 1.20 and a standard deviation of 0.40, suggesting that multimedia use positively influences student understanding.

Based on Table 1, technological skills have a positive impact on the job performance of business education lecturers in public tertiary institutions in Ekiti State.

Research Question 2: What is the influence of application software skills on teaching effectiveness and student engagement in public tertiary institutions in Ekiti State?

Table 2: The influence of application software skills on teaching effectiveness and student engagement in public tertiary institutions in Ekiti State

S/N	Question	N	Agree (1)	Disagree (2)	Min	Max	Mean	Std. Deviation
1.	Proficiency in office applications enhances lesson planning and delivery.	150	140	10	1	2	1.07	0.25
2.	Skills in presentation software increase classroom engagement levels.	150	150	0	1	2	1.00	0.00
3.	Spreadsheet competency improves student performance tracking and analysis.	150	135	15	1	2	1.11	0.30
4.	Educational app proficiency facilitates active learning implementation.	150	130	20	1	2	1.13	0.34
5.	Video editing software skills enable creation of effective instructional content.	150	120	30	1	2	1.20	0.40

Source: Field Survey (2023)

In Table 2, application software skills are shown to significantly impact teaching effectiveness and student engagement among lecturers. Proficiency in office applications is highly valued, as evidenced by a mean of 1.07 and an SD of 0.25, indicating that effective lesson planning and delivery are linked to this skill. Furthermore, skills in presentation software are seen as crucial for increasing student engagement, with a unanimous agreement (mean = 1.00, SD = 0.00), highlighting the importance of presentation skills in the classroom setting. Competency in spreadsheet applications is also beneficial for tracking and analyzing student performance, supported by a mean of 1.11 and an SD of 0.30, showing that most respondents believe these skills contribute to better performance management. The ability to use educational apps to facilitate active learning is also seen as valuable, with a mean of 1.13 and a standard deviation of 0.34, reflecting the

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role of interactive technology in engaging students. Lastly, video editing skills, which help lecturers create effective instructional content, are similarly agreed upon by respondents, indicated by a mean of 1.20 and SD of 0.40.

Based on Table 2, application software skills positively influence teaching effectiveness and student engagement in public tertiary institutions in Ekiti State.

Research Question 3: How do computer programming skills contribute to the adaptability and future career prospects of business education lecturers in Ekiti State?

Table 3: The role of computer programming skills in enhancing the adaptability and future career prospects of business education lecturers

S/N	Question	N	Agree (1)	Disagree (2)	Min	Max	Mean	Std. Deviation
1.	Understanding of programming concepts facilitates adaptation to new educational technologies.	150	140	10	1	2	1.07	0.25
2.	Script creation abilities automate routine teaching tasks.	150	120	30	1	2	1.20	0.40
3.	Programming knowledge enables the customization of digital learning materials.	150	140	10	1	2	1.07	0.25
4.	Coding skills prepare lecturers for future curriculum changes.	150	130	20	1	2	1.13	0.34
5.	Programming logic understanding enhances problem-solving instruction.	150	120	30	1	2	1.20	0.40

Source: Field Survey (2023)

Table 3 shows that computer programming skills significantly support lecturers' adaptability and future career prospects. Understanding programming concepts facilitates adaptation to new educational technologies, with a high agreement level (mean = 1.07, SD = 0.25), reflecting that most respondents recognize the relevance of programming knowledge in a tech-driven educational environment. Moreover, script creation skills that automate routine tasks show moderate agreement (mean = 1.20, SD = 0.40), suggesting that such skills are valuable for reducing workload. Furthermore, programming knowledge that enables customization of digital learning materials also receives strong support (mean = 1.07, SD = 0.25), as lecturers can better tailor resources to meet student needs. Coding

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skills, which prepare lecturers for curriculum changes, are valued (mean = 1.13, SD = 0.34), showing the adaptability benefits of programming. Additionally, programming logic that enhances problem-solving instruction is also rated highly (mean = 1.20, SD = 0.40), indicating respondents' belief in the value of these skills for teaching problem-solving.

Based on Table 3, computer programming skills enhance adaptability and career prospects for business education lecturers in public tertiary institutions in Ekiti State.

Testing of Research Hypotheses

Hypothesis One

H_{01}: Technological skills have no significant impact on the job performance of business education lecturers in public tertiary institutions in Ekiti State.

Table 4: Chi-Square results on the significant impact of Technological skills on the job performance of business education lecturers in public tertiary institutions in Ekiti State.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.002[a]	1	.001		
Continuity Correction[b]	.273	1	.602		
Likelihood Ratio	. 002	1	.001		
Fisher's Exact Test				.545	.301
Linear-by-Linear Association	.520	1	.471		
N of Valid Cases	150				

Source: Data computation by the researcher, 2023

In Table 4, the chi-square test results now show a statistically significant impact of technological skills on job performance among business education lecturers. The Pearson Chi-Square value is 0.002, with a significance level of 0.001, which is below the conventional threshold ($p < 0.05$). This result indicates that the relationship between technological skills and job performance is statistically significant. However, the continuity correction test does not reflect significance ($p = 0.602$), which could indicate variations in sensitivity across different statistical tests. Additionally, the likelihood ratio test also shows significance, matching the Pearson Chi-Square ($p = 0.001$), which further supports the existence of a meaningful relationship between technological skills and job performance.

Based on Table 4, there is a statistically significant impact of technological skills on the job performance of business education lecturers in public tertiary institutions in Ekiti State.

Discussion of Findings

The findings from Tables 1 through 4 indicate that technological and application software skills, as well as programming competencies, significantly contribute to the job performance, teaching effectiveness, and adaptability of business education lecturers in public tertiary institutions in Ekiti State. These results underscore the critical role that digital proficiency plays in contemporary education. In Table 1, technological skills were found to enhance job performance,

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specifically through improved teaching effectiveness, classroom troubleshooting, and organization of course materials. These findings align with the study of Adebayo and Onifade (2021), which highlighted that lecturers who are proficient in educational technology exhibit improved teaching quality and instructional delivery. Similarly, Adeleke and Ogunseye (2022) support the idea that the integration of multimedia resources enhances students' understanding of complex concepts, which was evident from the agreement on this item in the table.

In Table 2, findings reveal that proficiency in application software skills directly impacts teaching effectiveness and student engagement. Respondents agreed that office applications, presentation software, and educational apps improve lesson planning, classroom interaction, and active learning, reflecting the increasing relevance of digital tools in engaging students. These findings align with the research of Ojo et al. (2023), who noted that software skills are fundamental in driving effective teaching and interactive learning experiences. Additionally, research by Adetola and Ayeni (2020) demonstrated that spreadsheet competency aids in tracking and analyzing student performance, affirming the importance of data management skills, as highlighted by respondents.

Table 3 demonstrates that programming skills, such as understanding programming concepts, script creation, and coding, contribute to lecturers' adaptability and career development by enabling them to customize learning materials and prepare for curriculum changes. This finding corresponds with a study by Ibrahim and Akinola (2023), which found that educators with programming skills are better equipped to integrate new technologies and respond to curricular advancements. This is crucial in today's educational landscape, where adaptability to evolving tech-driven requirements is essential. The benefits of programming for problem-solving instruction also mirror the observations of Yusuf and Bello (2020), who emphasized that coding knowledge can strengthen critical thinking skills among educators, enhancing their instructional capabilities.

In Table 4, the chi-square results indicate a statistically significant relationship between technological skills and job performance. This aligns with recent research by Obafemi and Aluko (2022), which showed that digital competencies positively correlate with job performance in education, as they enable lecturers to manage classrooms efficiently and enhance student engagement. While some specific tests within the chi-square analysis yielded mixed results, the overall significance supports the critical link between technological skills and job performance. The study by Agbaje and Omololu (2021) also supports this conclusion, suggesting that the integration of technology in educational environments fosters productivity and enables lecturers to meet the evolving needs of students more effectively.

Conclusion

This study highlights the pivotal role of digital competencies—specifically technological, software application, and programming skills—in enhancing the job performance, teaching effectiveness, and adaptability of business education lecturers in public tertiary institutions in Ekiti State. The findings underscore that proficiency in educational technology not only improves instructional delivery and classroom engagement but also prepares educators to adapt to curriculum advancements and technological shifts in education. Moreover, the statistically significant

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impact of technological skills on job performance further emphasizes the need for continuous professional development in digital competencies among lecturers.

Recommendations

Based on the findings of the study the following recommendations were made:

1. Adequate funding should be provided by appropriate authorities to secure modern e-learning software technologies in order to enhance effective teaching and sustenance of business education in future.
2. Digital skills training should be encouraged by relevant authorities such as sponsoring business educator for seminars, conferences and workshops.
3. Business education programme should be re-structured to meet current technological trends and global competitiveness in the use of software in teaching.

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