TEACHING STRATEGIES IN BUSINESS EDUCATION FOR SUSTAINING INFORMATION AND COMMUNICATION TECHNOLOGY LEARNING IN THE NIGER DELTA

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ABSTRACT: *The study investigated teaching strategies in business education for sustaining information and communication technology learning in the Niger Delta. Two research questions were posed to guide the study and one hypothesis was formulated and tested at 0.05 level of significance. A total of 245 lecturers were studied in the institutions that offers business education within the Niger Delta. There was no sample and sampling techniques for the study and so the study observed a purposive design, since the entire population was used for the study. Data for the study was collected through an instrument (questionnaire) named Teaching Strategies in Business Education for Sustaining Information and Communication Technology Learning in the Niger Delta Questionnaire (TSBESICTLNDQ). The TSBESICTLNDQ was a modified four point Likert scale, designed as very effective to not effective. Test-retest method was used to test the reliability of the items with face and content validity. The validity was done by twenty five (25) lecturers other than those used for the study and a reliability co-efficient of 0.78 was obtained. Mean rating and standard deviation was used to analyse the research questions and t-test for large group mean was used to test the hypothesis. Findings revealed that teaching strategies adopted by lecturers in Business Education Department are effective strategies for sustaining ICT learning. Not all lecturers teaching ICT adopts the strategies in business education for effective learning that is the reason why most lecturers do not build upon the strategies they already know to sustain information and communication technology learning in classroom as a result of their inability to adapt to the strategies that can assist them to be effective in classroom setting. Based on the findings, discussions and conclusions drawn, recommendations made amongst others were that university administrators in various institutions should organize workshops and seminars on teaching strategies in business education for sustaining ICT learning in their institutions. Heads of department who adopts the teaching strategies in business education for sustaining information and communication technology learning should sensitize others on the effectiveness of the strategies in teaching and learning.*

KEYWORDS: Teaching, Strategies, Business Education, Sustaining, Information and Communication Technology, Learning, Niger Delta.

INTRODUCTION

Strategy is deliberately choosing different set of activities to deliver a unique mix of value. Amesi (2011) argued that strategy is all about competitive position, about differentiating yourself in the eyes of the students or customer as the case may be, about adding value through a mix of activities different from those used by competitors. Amesi also viewed strategy as a combination of the ends (goals) for which the firm or institution is striving and the policies by which it is seeking to get. Thus, Amesi seems to embrace strategy as both idea and position in learning. Strategy can be seen as that which top management or administrators does that is of great importance to the organization or institution. Strategy refers to basic directional decisions, that is, to purposes and missions (Akpomi, 2013). It consists of the important actions necessary to realize these directions. According to Okwuanaso & Nwazor (2000) and Amesi (2011), strategy is used by people in several different ways, the most commonly used are these four:

1. Strategy is a plan, a how, a means of getting from here to there.
2. Strategy is a pattern in actions over time; for example, a company that regularly markets very expensive products or an institution that graduates its students with more first or second class upper division is using a high end strategy.
3. Strategy is position, that is, it reflects decisions to offer particular products or services in particular market or institution. Note that the students can be regarded as products of that institution.
4. Strategy is perspective, that is, vision and direction.
    Okwuanaso & Nwazor and Amesi maintained that strategy emerges over time as intentions collide with and accommodate a changing reality. Thus, one might start with a perspective and conclude that it calls for a certain position, which is to be achieved by way of a carefully crafted plan, with the eventual outcome and strategy reflected in a pattern evident in decisions and actions over time. This pattern in decisions and actions defines what Okwuanaso & Nwazor and Amesi called recognised or emergent strategy.

From the perspective of the researchers, strategy answers the question; what should the lecturer be doing and what are the ends the lecturer seek and how should the lecturer achieve these ends. Information and communication technology can be seen as an umbrella term that comprises all categories of technologies for the manipulation and communication of information. Information and communication technology equally encompasses the various computing hardware (PCs, servers, mainframes, networked storage and so on), (Okorie & Uche, 2005). The World Bank aptly defined information and communication technology as consisting of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data text, images), as well as related services (World Bank, 2007). Oyedeji, Salau & Oluwalola (2008) viewed information and communication technology as the ability to create access, manipulate and transmit information of data, text, images and voice by the application of computing, electronic communications and related technology. To the researchers, information and communication technology indicates the progress and advancement in the technological coverage of information, communication and broadcasting technology.

Strategies used in Teaching ICT in Classroom Setting
There are several informal and formal strategies for effective teaching of information and communication technology. Some of the informal strategies are ensuring that the students pay visit to their parents and relatives offices, including the head of department's office and that of their lecturers if well equipped with Information and communication technology facilities. This provides them an acquaintanceship or awareness of what really transpires and how these equipment and facilities work. Labelle (2005) viewed that another strategy is **field trip** whereby both the students and the lecturers may visit a specific office as a group. As with other subjects and courses, the location to be visited should be able to offer needed exposition on what information and communication technology is all about. It should be an ideal place with personnel that can and will be willing to explain or teach the students clearly on how the ICTs function. Both the students and the lecturers should prepare questions to ask and the school or institution must express its gratitude after the trip (Hanson, 2006).

According to Adelman (2000), equally helpful is **field interview,** in adopting this strategy lecturers need to select some of the people by writing or approaching them in advance soliciting cooperation and to enable them prepare their responses.   Within a given period, selected students are sent from the school in pairs to interview those people in their offices. Each team of interviewer reports to the class and their lecturer what they collected from their interviews. To Kajogbala (2004), **learning by inquiry** is another strategy, this is a strategy whereby lecturer allows the students to find out how certain tasks are carried out. They have to find out by inquiring from workers, observing and eventually by practicing. They also report to the class for group discussion. To increase acuteness, there could be various group focusing on certain aspects of a task so that both groups complement each other. In some other instances, this strategy is married with long vacation industrial attachment otherwise called industrial training or on-the-job training. By this later approach, students are required to select locations which are close to their holiday towns. They go to offices that are carrying tasks similar to what they do in class. They monitor full time employees and understand what they do as well as watch how they carry out their official functions.Generally there are a few difficulties in adopting the strategies described above, these difficulties according to Okwuanaso & Nwazor (2000) and Amesi & Akpomi (2013) are:

- Long distance from students' location and the office he or she is to understudy.
- No enough financial support to last as long as the strategy requires
- The students themselves may look down on the approach and therefore not benefit from it through absence from it.
- Insufficient time for the tasks to be mastered.
- Sometimes the school administrators, head of departments or lecturers as the case may be, feels that learning must take place within the school setting, whereas they are hiding as unwillingness to disburse funds for more realistic learning experience. Hence field interviews or field trips for example, are hardly supported.

Effective Strategies Lecturers can build upon in Teaching ICT in Classroom Setting
The effective strategies used in the teaching of ICT in classroom setting are projects, simulation, role play, assignment and discussion. Each of these later types can be combined

with those discussed earlier to achieve satisfactory results. A project report can be received by the lecturer from the students after visiting any office worker by understudying him or her for a given time. Simulation can be in the form of carrying out a real task with actual equipment and other facilities that applies to information and communication technology (Okwuanaso & Nwazor, 2000). In role playing, the students are usually called on to act as they had seen or heard of or from actual workers performing certain tasks (UNESCAP, 2008). According to Idoko & Ademu (2010); Maggie McCormick (2013) and Merlot Pedagogy Portal (2014) the teaching strategies that lecturers or instructors can use to improve or sustain ICT learning are thus:

1. **Lesson Plan:** Before you even set foot in the classroom, do your lesson plan. You need both a course outline and a daily plan. Start your year by having a loose idea of how you will accomplish your goals and adjust it based on your class. If you plan too far ahead, you may find yourself doing a lot of backtracking when you learn that the students' personalities do not fit with what you planned. Prepare detailed weekly lesson plans that illustrate what you want students to learn, how you will teach it and how you can test that they understand the material. Make a note of all the materials that you need so that you do not come up short in the middle of a lecture. Also have a list of activities that you can do in case you finish your lecture early. If you don't have a plan, you may lose control of your classroom.

2. **Establishing Expectations:** From the first day, establish expectations of how you expect students to act. Work together with the class to create the rules of the classroom and what happens when someone does not follow the rules. The student participation in this helps them to follow the rules. Aim to have a positive attitude toward each child. Expect the best from all of your students, even if another teacher or lecturer has given you a warning about a particular student. Young children tend to respond to adult expectations. If you expect students to be good, they often will act well.

3. **Teaching for Multiple Intelligences:** Recent studies suggest that people learn through a variety of methods, often called "multiple intelligences." These intelligences are naturalist, musical, existential, interpersonal, bodily-kinesthetic, linguistic, intrapersonal and special. Traditional schooling focuses only on logical-mathematical and linguistic intelligences. When teaching a concept, approach it from several different angles. Don't rely on students to learn only through reading or listening to a lecture. Incorporate other senses by playing music or doing physical activities related to the idea.

4. **Active Learning**: This involves anything that students do in a classroom other than merely passively listening to an instructor's lecture. Research shows that active learning improves students' understanding and retention of information and can be very effective in developing higher order cognitive skills such as problem solving and critical thinking.

5. **Collaborative/Cooperative Learning**: Cooperative and collaborative learning are instructional approaches in which students work together in small groups to accomplish a common learning goal. They need to be carefully planned and executed, but they do not require permanently formed groups.

6. **Critical Thinking**: This is a collection of mental activities that include the ability to perceive, clarify, reflect, connect, infer, and judge. It brings these activities together and enables the student to question what knowledge exists.

7. **Discussion Strategies**: Engaging students in discussion deepens their learning and motivation by propelling them to develop their own views and hear their own voices. A good environment for interaction is the first step in encouraging students to talk.

8. **Experiential Learning**: Experiential learning is an approach to education that focuses on "learning by doing," on the participant's subjective experience. The role of the educator is to design "direct experiences" that include preparatory and reflective exercises.

9. **Interdisciplinary Teaching**: Interdisciplinary teaching involves combining two different topics into one class. Lecturers who participate in interdisciplinary teaching find that students approach the material differently, while faculty or board members also have a better appreciation of their own discipline content.

10. **Teaching with Cases**: Case studies present students with real-life problems and enable them to apply what they have learned in the classroom to real life situations. Cases also encourage students to develop logical problem solving skills and, if used in teams, group interaction skills. Students define problems, analyse possible alternative actions and provide solutions with a rationale for their choices.

11. **Team-Based Learning (TBL)**: This is a fairly new approach to teaching in which students rely on each other for their own learning and are held accountable for coming to class prepared. Research has shown that students are more responsible and more engaged when team-based learning is implemented. The major difference in TBL and normal group activities is that the groups are permanent and most of the class time is devoted to the group meeting. Sometimes lecturers in the department of business education do not feel committed enough to consolidate students learning by practicalising what they know or what they had taught. For example, where equipment, laboratory, facilities and incentives are lacking, lecturers will find it difficult to take up these kinds of strategies.

Reasons for Lecturers Building upon the Strategies they Already Know

Looking at the definitions of strategy as given by various researchers above, Okwuanaso & Nwazor (2000), Amesi (2011), Akpomi (2013) and Amesi & Akpomi (2013) viewed that the reasons why lecturers do not build upon the strategies they already know to sustain learning in classroom could mean their inability to adapt to the strategies that can assist them to be effective in classroom setting as:

1. **Operational Excellence**: Strategy is predicted on the teaching and learning adopted in the class. The objective is to lead the students in terms of future knowledge.

2. **Student Intimacy**: Strategy is predicted on tailoring and shaping students' knowledge to fit an increasingly fine definition of the school. The objective is long-term student loyalty and long-term student profitability.

3. **Student Leadership**: Strategy is predicted on producing a continuous stream of the state-of-the-art of the students. The objective is the quick commercialization of new ideas.

Strategy then, has no existence apart from the ends sought. It is a general framework that provides guidance for actions to be taken and, at the same time, is shaped by the actions taken. This means that the necessary precondition for formulating strategy is a clear and widespread understanding of the ends to be obtained. Without these ends in view, action is purely tactical and can quickly degenerate into nothing more than a flailing about also, teaching and learning in the classroom without these ends is a flailing about.

Traditional Strategies in Teaching Information and Communication Technology

Teaching is a profession that requires certain qualities from its practitioners. Not only that the person should show an expertise in knowledge of what to teach and related issues, but should be knowledgeable in methods as well (Amesi & Akpomi, 2013). An ICT lecturer leads the students better when he or she is versatile in communication skills, and of course method of teaching and evaluating students. The lecturer need to know that he or she is teaching students to master a subject not the other way round. His or her interactive skills should focus deeply on the students not the subject (Hanson, 2006). According to Okwuanaso & Nwazor (2000), traditional strategies of teaching facts are such lecturer-approaches to the teaching-learning situation where the lecturer dictates to the students through his expertise in this subject. The lecturer actually overrides his pupils in some cases, he or she threaten and frightens them through his or her expertise, superiority, talkativeness, intolerance of errors and inability to accommodate different opinions.

Okwuanaso & Nwazor continued that lecturers using the traditional method are of the same breed with modern methods lecturers today. Both are enthusiastic, cute in appearance, and have good quality voice. But a modern method lecturer is more courteous and more willing to have rapport with his or her students. The big difference lies in whether the treatment of students shows confidence in them as active learners or as passive learners. Traditional methods lecturers do not treat students with consideration. They are harsh, unduly critical of students' ways and errors. They do not offer intelligible explanations. Instead they reprimand, insult, or single out pupils for favours or punishments. The efforts students make while learning are not recognized because work is done as assignments using the computer or textbooks and workbooks. Individual problems are not solved with them, whatever the nature, even where such problems deter students from meaningful learning. The questioning strategy is essential in teaching, but it is more regarded largely as a traditional method if it is lecturer-dominated. Questioning is used to guide students into learning by inquiry. It is useful in determining what they knew before the lesson, what their individual background are, whether they did their assignment and generally to secure their interest for the new topic (Amesi, 2011). To Okwuanaso & Nwazor (2000) and Amesi & Akpomi (2013), a summary of the traditional strategies of teaching involves some of the following:

1. The topics taught (the curriculum) and what they emphasize neglect what really is of greater importance to the students and their needs at that point.
2. Students are compelled to become indifferent in class through lecturers indifference, misconceptions, and lack of sufficient facilities in the school, insufficient time as well as his or her talkativeness and class control style.
3. The presentation and management of learning sessions disallow students from taking charge of those activities capable of inducing change in their behavior such as responsibilities and decision-making.
4. Whereas each student differs from the others, students are all treated as if they must behave alike, speak alike, have the same opinions, make the same choices and preferences and learn or perform at the same rate. Their individuality is neglected.
5. Presentation are so made that only the verbally superior is regarded as intelligent. The divergent thinker is discouraged. Those who are less verbally expressive are neglected and so on.

In order to prepare students for entry into careers through exposure to the knowledge and understandings they need, modern strategies of instruction are utilized. In each of the modern strategies, there are three components namely the **doing**; the **viewing** and **abstracting** or **deducting components**. Each student is exposed to direct purposeful experiences or contrived experiences, dramatic experiences and participations. There are several activities whereby students learn facts, knowledge, understandings, and problem-solving. In teaching facts, the lecturer makes careful plans for each unit. The lecturer talks about the units to be studied to the more understanding of the students. The lecturer helps the students to put on their system, and suggest how the classroom or studio room can be organized (Okwuanaso & Nwazor 2000 and Akpomi & Amesi, 2013). To Amesi (2011), modern methods or strategies for teaching facts are fairly well individualized or personalized. Each student is assisted as much as possible to participate actively in the learning process. Issues are generally analysed in such ways that the person can participate, problems are identified with the learner's co-operation and solution discovered. The principles required at definite work post are singled out for study so as to help the students to utilize the guidelines when they go out of school or to work at various places. It is in this regard that the study sought to examine teaching strategies in business education for sustaining information and communication technology learning in the Niger Delta.

Research Questions
Two basic questions answered in this study are:
1. How effective are the teaching strategies used in business education department?
2. How effective do teaching strategies in business education sustain information and communication technology learning in the Niger Delta?

Hypotheses
Only one hypothesis was tested at 0.05 level of significant. (1) There is no significant difference in the mean rating of lecturers on the effectiveness of teaching strategies in business education and how it sustain ICT learning in the Niger Delta.

METHOD

The study area was in the Niger Delta. The design of the study was a purposive research design. The population of the study was 245 lecturers in business education department in the Niger Delta. According to the Niger Delta Development Commission (NDDC), there are nine states within the Niger Delta area, namely Abia, Akwa Ibom, Bayelsa, Cross River, Delta, Edo, Imo, Ondo, and Rivers, but the researchers worked with the six core Niger Delta States which includes Akwa Ibom, Bayelsa, Cross River, Delta, Edo, and Rivers. There was no sample and sampling techniques for the study, since the population was a not large, all the population was used for the study. Data for the study was collected using an instrument (questionnaire) named Teaching Strategies in Business Education for Sustaining Information and Communication Technology Learning in the Niger Delta Questionnaire (TSBESICTLNDQ). The TSBESICTLNDQ was a modified four point Likert scale, designed as Very Effective = 4 points, Effective = 3 points, Fairly Effective = 2 points and Not Effective = 1 point, with 15 question items to elicit answers to the research questions. Part A of the instrument has four question items while part B has eleven (11) question items which gave answers to the research questions posed in the study. Test-retest method was used to test the reliability of the items

with face and content validity. The validity was done by twenty five (25) lecturers other than those used for the study and a reliability co-efficient of 0.78 was obtained. Mean rating and standard deviation was used to analyse the research questions and t-test for large group mean was used to test the hypothesis.

RESULTS

The results obtained from the study are shown on the tables below:

Table 1: Mean Ratings and Standard Deviation of the Respondents on the Effectiveness of Teaching Strategies in Business Education Department

S/n	Item	Mean	S.D	Remarks
1.	Interactive skills are focused deeply on the students and not the subject.	3.09	0.86	Effective
2.	Through expertise, superiority and inability to accommodate different opinions, students are overrides in some cases.	3.20	0.81	Effective
3.	Students are lead in terms of future knowledge when operational excellence is adopted.	3.36	0.75	Effective
4.	Students are advises to carry out a real task with actual equipment and other facilities that applies to ICT learning.	3.28	0.74	Effective
5.	Students are allowed to find out how certain tasks are carried out by inquiring, observing and eventually practicing.	3.43	0.84	Effective
	Total Mean/S.D =	**16.36**	**4.00**	
	Grand Mean/S.D =	**3.27**	**0.80**	

Table 1 shows that the respondents considered all the items in the table as effective strategies used in teaching students. Item five in the table gave a high mean and standard deviation of 3.43 and 0.84, followed by item three with mean of 3.36 and standard deviation of 0.75, which shows that students are lead in terms of future knowledge by their lecturers when operational excellence is adopted. Item four in the table gave a mean of 3.28 and standard deviation of 0.74 as it is all about advising students to carry out a real task with actual equipment and other facilities that applies to ICT learning. Item two in the table gave a mean of 3.20 and standard deviation of 0.81. Item one in the table gave the lowest mean but the highest standard deviation of 3.09 and 0.86. The grand mean of 3.27 and standard deviation of 0.80 confirmed that teaching strategies adopted by the lecturers in Business Education Department are effective.

Table 2: **Mean Ratings and Standard Deviation of the Respondents on How Effective Teaching Strategies in Business Education Sustain Information and Communication Technology Learning in the Niger Delta.**

S/n	Item	Mean	S.D	Remarks
	Teaching strategies in Business Education sustain ICT learning in the Niger Delta States through:			
6.	Establishing expectations	3.08	0.87	Effective
7.	Collaboration/cooperate learning	3.29	0.63	Effective
8.	Experimental learning	3.23	0.80	Effective
9.	Team Based Learning (TBL)	3.13	0.93	Effective
10.	Active learning	3.26	0.83	Effective
11.	Critical thinking	2.61	1.08	Effective
	Total Mean/S.D =	**18.60**	**5.14**	
	Grand Mean/S.D =	**3.10**	**0.86**	

Table 2 shows the responses of the respondents as it is all about how teaching strategies in business education sustain information and communication technology learning in the Niger Delta. From the table, collaboration/cooperate learning had the highest mean score of 3.29, seconded by active learning with mean score of 3.26. Experimental learning came third with mean score of 3.23 and team based learning (TBL) came forth with 3.13 as mean. Establishing expectations and critical thinking came fifth and last but not the least in the table, with mean scores of 3.08 and 2.61 respectively. All the items in the table were rated effective by the respondents, this shows that the items in the table are effective teaching strategies for sustaining ICT learning. This is based on grand mean and standard deviation of 3.10 and 0.86 as shown above.

T-test of Difference between Lecturers on Teaching Strategies in Business Education and How it Sustain ICT Learning in the Niger Delta.

Mean	S.D	Num.	Df	Std. Error	T-Cal	T-Crit.	Remarks
16.36	4.00						
		245	243	0.59	3.796	1.960	Rejected
18.60	5.14						

The result in the table revealed that the calculated t-value of 3.796 is greater than the t-tabulated of 1.960 at 243 degree of freedom and 0.05 level of significance. Since the calculated t-value is greater than the critical value, the null hypothesis is rejected. Therefore, the researchers uphold the alternative hypothesis and concludes that there is significant difference in the mean rating of lecturers on teaching strategies in business education and how it sustain information and communication technology learning in the Niger Delta. This was based on the mean score of 16.36 for effective teaching strategies and 18.60 for sustaining ICT learning.

DISCUSSION

The findings proved that all the items in the table were effective teaching strategies in business education as they sustain information and communication learning. This is based on the fact that the respondents proved that teaching strategies adopted by the lecturers in Business Education Department are effective. Although the hypothesis testing proved that there is significant difference in the mean rating of lecturers on teaching strategies in business education and how it sustain information and communication technology learning in the Niger Delta which shows that not all lecturers teaching ICT adopts the strategies in business education for effective learning. This finding is in agreement with the views of Okwuanaso & Nwazor (2000), Amesi (2011), Akpomi (2013) and Amesi & Akpomi (2013) who perceived that the reasons why lecturers do not build upon the strategies they already know to sustain information and communication technology learning in classroom could mean their inability to adapt to the strategies that can assist them to be effective in classroom setting as: operational excellence (to lead the students in terms of future knowledge), student intimacy (long-term student loyalty and long-term student profitability), and student leadership which has its' objective as quick commercialization of new ideas by producing a continuous stream of the state-of-the-art of the students. In agreement to this, Amesi & Akpomi (2013) buttressed the findings by affirming that, lecturers teaching information and communication technology in various institutions should show an expertise in knowledge of what they teach and related issues, and should be knowledgeable in methods as well. This implies that an ICT lecturer is supposed to lead the students better when he or she is versatile in communication skills, and of course method of teaching and evaluating students. As lecturers, it is necessary to approach a concept from several different angles, as one should not rely on students to learn only through reading or listening to a lecture. Incorporate other senses by playing music or doing physical activities related to the idea. In treaty to this, Akpomi & Amesi (2013) depicts that most lecturers neglect what really is of greater importance to the students and their needs at that point, students individuality is neglected and presentation are so made that only the verbally superior among the students is regarded as intelligent one. The divergent thinker is discouraged and those who are less verbally expressive are neglected and so on. Agreeing to this fact, the researchers writes that students should not be compelled to become indifferent in class through lecturers indifference, misconceptions, as well as his or her talkativeness and class control style rather the concepts of doing, the viewing and abstracting or deducting components should always be by ensuring that each student is exposed to direct purposeful experiences or contrived experiences and participations.

IMPLICATIONS

Based on the findings of the study, it implies that:

1. Lecturers teaching information and communication technology in the Niger Delta require adequate teaching strategies that will enable them teach ICT learning effectively like the ones here.
2. The need for implementation of the effective teaching strategies in business education that could sustain information and communication technology learning in the Niger Delta is of necessity.

CONCLUSIONS/RECOMMENDATIONS

Based on the findings of the study and data analysis relating to teaching strategies in business education for sustaining information and communication technology learning in the Niger Delta, it was concluded that the developed TSBESICTLNDQ is a valid and reliable rating instrument that could be used in assessing teaching strategies in business education for sustaining information and communication technology learning. Consequent upon the findings of this study, discussions and conclusions drawn there from, the researchers tender the following recommendations, which should be beneficial to University Administrators of Institutions, Deans of Faculties, Head of Departments and Lecturers in various institutions within and outside the Niger Delta.

1. Deans of faculties and Head of departments should ensure that adequate and effective teaching strategies like the outlined ones here for sustaining ICT learning should be used by lecturers in delivering their lecture to the students.
2. Establishment of adequate and effective teaching strategies that will assist lecturers within the Niger Delta in teaching ICT learning is very essential as this could be actualized if these teaching strategies could be taken seriously.
3. Administrators of various institutions should organize workshops and seminars on teaching strategies in business education for sustaining ICT learning in their institutions.
4. Head of departments who adopts the teaching strategies in business education for sustaining information and communication technology learning should sensitize others on the effectiveness of the strategies.

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