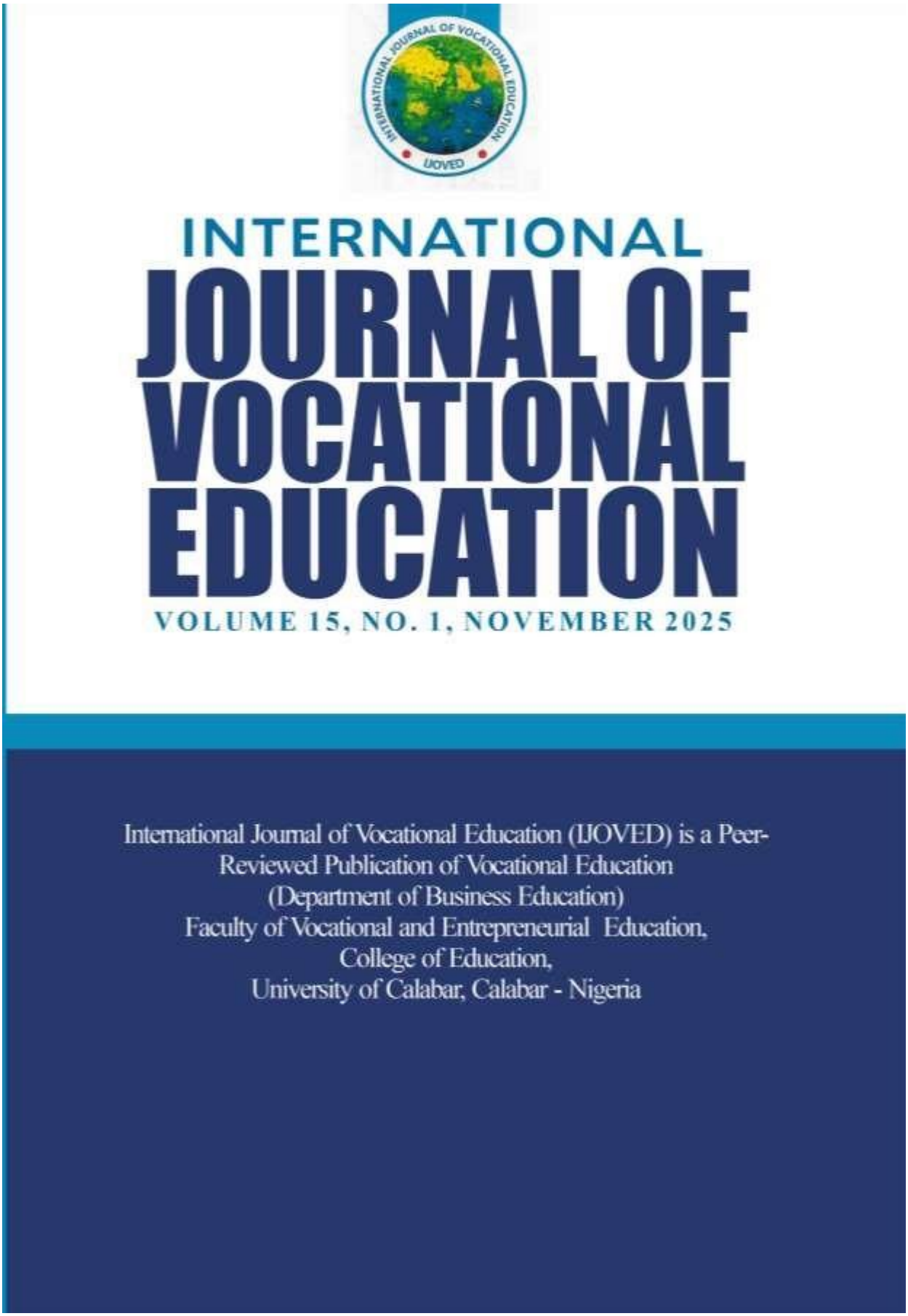

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Editor'sNote

This volume presents a focused and contemporary contribution to business and entrepreneurship education, with strong empirical evidence drawn largely from universities, and related contexts across Nigeria, and beyond. The articles explore emerging themes such as artificial intelligence integration, e-learning, entrepreneurship training, curriculum relevance, pedagogical innovation, and enterprise development within higher education systems. The collection reflects the growing intersection between technology, pedagogy, and entrepreneurial outcomes, while also addressing practical concerns such as poverty reduction, market sustainability, and small business performance. The institutional coverage highlights the University of Calabar, University of Cross River State, and other affiliated academic and professional environments, reinforcing the regional relevance and broader applicability of the findings.

The journal invites scholars, researchers, and practitioners to contribute high-quality manuscripts that advance knowledge in business education, entrepreneurship, digital transformation, and related disciplines. Submissions that offer empirical rigor, theoretical advancement, and practical relevance to developing and global education systems are particularly encouraged.

INFORMATION AND COMMUNICATION TECHNOLOGY RESOURCES AND STUDENTS' ATTITUDE TOWARDS BUSINESS EDUCATION IN PUBLIC UNIVERSITIES IN CROSS RIVER STATE, NIGERIA

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Abstract

This study examined the relationship between Information and Communication Technology (ICT) learning resources and students' attitude towards Business Education in public universities in Cross River State, Nigeria. Specifically, the study investigated the relationship between Google Classroom learning resources, Blackboard learning resources, and students' attitude towards Business Education. Two research questions and two null hypotheses guided the study. The study adopted a correlational research design. The population of the study comprised 233 Business Education students from the University of Calabar and University of Cross River State. A sample size of 33 final-year students was selected using simple random sampling technique. Data were collected using a structured questionnaire titled Information and Communication Technologies Resources and Students' Attitude Towards Business Education Questionnaire (ICTRSATBEQ). *The instrument was validated by three experts, while Cronbach Alpha reliability method yielded reliability coefficients ranging from 0.84 to 0.89. Mean and standard deviation were used to answer the research questions, while Pearson Product Moment Correlation (PPMC) was used to test the null hypotheses at 0.05 level of significance. The findings revealed that Google Classroom learning resources had a significant positive relationship with students' attitude towards Business Education ($r = 0.735$, $p < 0.05$). The study also found a significant positive relationship between Blackboard learning resources and students' attitude towards Business Education ($r = 0.852$, $p < 0.05$). The study concluded that effective utilization of ICT learning resources enhances students' interest, motivation, participation, and overall attitude towards Business Education. It was recommended, among others, that university management should provide adequate ICT infrastructure and internet facilities to support effective digital learning, while lecturers and students should be regularly trained on the utilization of emerging educational technologies for improved instructional*

Introduction

Business Education, as a discipline, combines theoretical knowledge with practical applications aimed at preparing students for careers in commerce, administration, management, and entrepreneurship. According to Akpan (2023), Business Education in Nigeria, like every other discipline, has undergone several innovations due to technological advancement and globalization. One of the objectives of Business Education is to equip individuals with saleable skills that enable them either to establish personal businesses or function effectively as employees in organizations. Business Education is one of the aspects of vocational education concerned with the acquisition of knowledge, values, attitudes, and practical competencies required for economic productivity. Ezeani and Ishaq (2016) explained that the goal of Business Education is the production of manpower possessing the requisite knowledge and attitude needed for harnessing available

resources to produce goods and services capable of satisfying societal needs. Business Education encompasses theoretical and practical knowledge that enables individuals to manage, operate, and innovate within diverse business environments (Kolade, 2015). It integrates disciplines such as accounting, finance, management, marketing, and entrepreneurship (Nwosu, 2017). The significance of Business Education extends beyond classroom instruction because it contributes to economic development, employment generation, entrepreneurship development, and societal advancement. Business Education also promotes critical thinking, communication skills, teamwork, leadership abilities, problem-solving skills, and global market awareness among learners.

The integration of Information and Communication Technology (ICT) into education has transformed teaching, learning, and research globally. ICT serves as a powerful instructional tool that enhances access to educational resources, supports collaborative learning, improves students' academic experiences, and prepares learners for the digital economy. According to Okon (2021), ICT plays a transformative role in higher education by improving instructional quality and enhancing students' digital literacy skills necessary for functioning effectively in contemporary workplaces. ICTbased instructional tools such as multimedia presentations, virtual classrooms, internet resources, and interactive learning platforms help to improve students' engagement and understanding of course content.

The utilization of ICT resources in Business Education has become increasingly important because modern business operations are highly technology-driven. Effective ICT utilization fosters collaborative learning, improves academic performance, enhances employability prospects, and facilitates practical learning experiences (Adebayo, 2018). ICT facilities also support the development of entrepreneurial competencies, communication skills, and innovative thinking among students. According to Akpan (2023), ICT-based instructional tools such as multimedia presentations, virtual classrooms, and interactive simulations sustain students' interest and accommodate different learning styles and paces. These technologies also enhance individualized learning by allowing students to revisit and reinforce concepts at their convenience.

Information and Communication Technology resources include digital learning platforms, internet facilities, computer systems, projectors, networking devices, software applications, and cloud-based learning infrastructures that support teaching and learning processes. Etonyeaku (2019) described ICT infrastructure as the physical and technological components supporting ICT-based systems, including hardware and software such as operating systems, servers, security software, networking devices, and cloud infrastructure. In Business Education, ICT resources provide opportunities for students to engage in practical learning experiences relevant to modern business environments.

Among the various ICT learning resources used in higher education, Google Classroom and Blackboard learning platforms have gained considerable attention because of their effectiveness in facilitating online and blended learning. Google Classroom enables lecturers to organize instructional materials, administer assignments, provide feedback, and facilitate communication between lecturers and students in real time. Blackboard learning resources similarly provide virtual learning environments that support course management, collaborative learning, online assessment, and instructional interaction. These learning resources improve flexibility, accessibility, and students' participation in the learning process. Students' attitude towards learning plays a critical role in determining their motivation, participation, academic performance, and commitment to educational activities. In Business Education, students' attitude is significantly influenced by the availability and effective

utilization of ICT resources. Positive attitudes are often associated with learning environments where students have access to modern technological tools capable of making learning interactive, engaging, and practically relevant (Akpan et al., 2023). Conversely, negative attitudes may emerge in environments characterized by inadequate ICT facilities, poor internet connectivity, and limited opportunities for technology-based learning experiences.Oluwalola (2023) reported that students exposed to interactive technologies such as e-learning platforms, multimedia projectors, and simulation software demonstrated greater enthusiasm and positive perceptions toward their studies. ICT resources therefore foster relevance, excitement, and active participation in learning activities. Similarly, Okon (2021) emphasized that providing students with access to advanced technology improves their understanding of course materials and enhances academic outcomes. The use of digital learning platforms also promotes independent learning, collaboration, creativity, and problem-solving skills.

However, inadequate ICT resources and poor utilization of available technologies often result in frustration, low motivation, and negative attitudes toward learning. Ezeliora (2005) observed that students in institutions with limited ICT facilities frequently perceive their education as outdated and disconnected from modern business practices. Such perceptions reduce students' interest and commitment toward Business Education programmes. Furthermore, inadequate ICT integration limits students' opportunities to acquire digital competencies necessary for functioning effectively in technology-driven business environments.

Notably, ICT literacy also contributes significantly to students' attitude towards Business Education. ICT literacy refers to the ability to effectively utilize digital technologies for learning, communication, research, and problem-solving. Students who possess adequate ICT literacy are more confident in utilizing educational technologies, thereby enhancing their interest and participation in Business Education activities (Osadebe, 2020). Students with higher ICT competence are better able to conduct online research, prepare presentations, participate in virtual learning activities, and utilize business simulation software effectively.The relationship between ICT resources and students' attitude has attracted considerable scholarly attention. Adu (2020), Ogunleye and Ojo (2019) found that ICT facilities positively influence students' learning experiences and academic achievement by improving access to educational materials and increasing students' motivation toward learning. Similarly, Etim and Udo (2019) observed that social media platforms and digital communication tools facilitate knowledge sharing, collaboration, and interaction between students and lecturers, thereby improving students' attitudes toward their studies.

Recent studies have further reinforced the relevance of ICT and digital technologies in Business Education. Okon et al. (2025) found that the application of e-learning resources such as online libraries and digital curricula significantly enhanced Business Education content delivery in federal universities through improved accessibility, instructional effectiveness, and students' engagement. Similarly, Olom (2025) reported that the utilization of internet resources positively influenced Business Education students' learning experiences, participation, and academic performance in the University of Calabar. These findings suggest that digital learning resources contribute significantly to students' motivation and positive attitudes towards learning. In another related study, Okon et al. (2026) established that academic staff instructional competence, particularly technological competence, significantly improves instructional delivery in Business Education programmes. This finding highlights the importance of ICT-based instructional tools such as Google Classroom and Blackboard in enhancing students' learning experiences. Similarly, Olom (2026) emphasized that collaborative strategies,

institutional support, and effective technology integration are essential for the successful application of artificial intelligence and digital technologies in the teaching of Business Education courses. Furthermore, Olom et al. (2025) observed that despite the increasing adoption of educational technologies, challenges such as ethical concerns, inadequate infrastructure, and limited digital competencies continue to hinder effective ICT utilization in public universities. Likewise, Olom et al. (2025) on the adoption and utilization of artificial intelligence tools in marketing consumer goods revealed that digital technologies improve communication, interaction, and operational efficiency, thereby reinforcing the importance of technological integration in educational and business environments. The study by Bessong et al. (2025) further revealed that artificial intelligence-supported instructional practices enhance students' participation, accessibility, and engagement in learning activities. Collectively, these studies indicate that ICT learning resources significantly influence students' attitudes, participation, and learning outcomes in Business Education programmes.

Empirical studies have also shown that ICT resources enhance students' engagement and perception of Business Education programmes. Oluwalola (2023) found that institutions with accessible ICT tools recorded higher levels of students' positive attitudes because technology-based learning made instruction more interactive and aligned with global educational standards. Osadebe (2020) similarly reported that students recognized ICT as an important tool for improving their learning experiences and academic performance.

Despite the recognized importance of ICT resources in Business Education, many Nigerian public universities continue to experience challenges associated with inadequate ICT infrastructure, unreliable electricity supply, limited internet access, inadequate funding, and insufficient ICT training opportunities. According to Ezeliora (2005) and World Bank (2002), infrastructural deficiencies significantly hinder effective ICT integration in Nigerian educational institutions. These limitations restrict access to modern learning technologies and reduce the effectiveness of digital instructional delivery.

The challenges are more pronounced in public universities in Cross River State, where disparities in ICT accessibility and digital literacy continue to affect instructional effectiveness and students' learning experiences. Students in these institutions often encounter limited access to digital learning platforms, poor internet connectivity, and inadequate technological support. These challenges negatively influence students' attitudes towards Business Education and reduce their preparedness for modern technology-driven workplaces.Onajite (2016) examined the challenges of utilizing ICT in the teaching and learning of Business Education in Colleges of Education in Delta State and found that inadequate funding, insufficient ICT facilities, and poor technological infrastructure hindered effective ICT utilization. The study recommended increased government funding, provision of ICT facilities, and staff training programmes. Similarly, Orike, Iyalla, and Okereke (2017) found that although Business Education students utilized certain ICT tools effectively, challenges such as high maintenance costs and inadequate ICT facilities limited their utilization of technology for learning purposes.

Although previous studies have examined ICT utilization and students' learning experiences, limited empirical attention has been given to the relationship between specific ICT learning resources such as Google Classroom and Blackboard platforms and students' attitude towards Business Education in public universities in Cross River State, Nigeria. This gap necessitated the present study, which seeks to examine the relationship between ICT resources and students' attitude towards Business Education in public universities in Cross River State, Nigeria.

Objectives of the study Specifically, this study sought to:

1. Examine the relationship between Google Classroom learning resources and students' attitude towards Business Education in public universities in Cross River State.
2. Determine the relationship between Blackboard learning resources and students' attitude towards Business Education in public universities in Cross River State.

Research questions

The following research questions guided the study:

1. What is the relationship between Google Classroom learning resources and students' attitude towards Business Education in public universities in Cross River State?
2. What is the relationship between Blackboard learning resources and students' attitude towards Business Education in public universities in Cross River State?

Statement of hypotheses The following null hypotheses were formulated to guide the study and were tested at 0.05 levels of significance:

1. There is no significant relationship between Google Classroom learning resources and students' attitude towards Business Education in public universities in Cross River State.
2. There is no significant relationship between Blackboard learning resources and students' attitude towards Business Education in public universities in Cross River State.

Research method

This study adopted a correlational research design. According to Gall et al. (2007), correlational research design involves collecting data on two or more variables from each participant in a study and determining the degree of relationship existing among the variables through the computation of correlation coefficients. The design is appropriate for studies that seek to establish the magnitude and direction of relationships between dependent and independent variables. Similarly, Kpolovie (2017) maintained that correlational design is suitable for studies investigating the extent and direction of relationships among variables. Therefore, the design was considered appropriate for this study because it enabled the researcher to examine the relationship between information and communication technology learning resources and students' attitude towards Business Education in public universities in Cross River State, Nigeria.

The study was conducted in public universities in Cross River State, namely the University of Calabar and University of Cross River State. The population of the study comprised 233 Business Education students from the two institutions. A sample size of 33 final-year students was selected using simple random sampling technique. The choice of final-year students was based on the premise that they had spent sufficient years in the programme and had adequate exposure to various ICT learning resources used in instructional delivery.

The instrument used for data collection was a structured questionnaire titled *Information Communication Technologies Resources and Students' Attitude Towards Business Education Questionnaire (ICTRSATBEQ).* The questionnaire was divided into two sections. Section A elicited information on the personal characteristics of the respondents, particularly gender, while Section B contained 17 items structured on a four-point Likert scale. Twelve items measured the independent variables, while five items measured the dependent variable. The response options included Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The instrument was

validated by three experts, comprising two lecturers from the Department of Business Education and one lecturer from the Department of Educational Foundations. Their observations and corrections helped to ensure the content relevance, clarity, and representativeness of the instrument items before the final administration. To determine the reliability of the instrument, Cronbach Alpha reliability method was employed to ascertain the internal consistency of the items. The reliability coefficients obtained ranged from

0.84 to 0.89, indicating that the instrument was reliable for the study.

Data collected were analysed using mean and standard deviation to answer the research questions, while Pearson Product Moment

Results

The results of this study were presented according to the research questions and corresponding null hypotheses tested at .05 levels of significance.

Research questions Research question 1

What is the relationship between Google

Classroom learning resources and students' attitude towards Business Education in public universities in Cross River State?

Table 1**:** Pearson Product Moment Correlation Analysis of the Relationship between Google Classroom Learning Resources and Students' Attitude towards Business Education in Public Universities in Cross River State (N = 33)

Variable	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	df	r-cal	Remark
Google Classroom learning resources	492.4	5,941	—	—	12,725	31	0.735	Positive Relationship
Students' attitude	915.7	23,364	—	—	—	—	—	—

Significant at 0.05 level; df = 31; critical r = 0.349

Correlation (PPMC) was used to test the null hypotheses at .05 levels of significance. Statistical analyses were carried out using the Statistical Package for the Social Sciences (SPSS) version 17.0. A criterion mean of 2.50 was established for decision making. Therefore, any item with a mean score of 2.50 and above was regarded as —Agreed,‖ while items with mean scores below 2.50 were regarded as —Disagreed.‖

To answer this research question, Pearson Product Moment Correlation analysis was carried out to determine the relationship between Google Classroom learning resources and students' attitude towards Business Education in public universities in Cross River State. The result is presented in Table 1.

The result in Table 1 revealed that the calculated r-value for the relationship between Google Classroom learning resources and students' attitude towards Business Education was 0.735. This finding indicates a strong positive relationship between the variables. The positive correlation implies that as the utilization of Google Classroom learning resources increases, students' attitude towards the study of Business Education also improves.

The result further suggests that Google Classroom learning resources contribute positively to students' interest, participation, motivation, and disposition towards Business Education in public universities in Cross River State. Therefore, the use of Google Classroom

learning resources enhances students' learning experiences and encourages a more favourable attitude towards the programme.

Research question 2

What is the relationship between Blackboard learning resources and students' attitude towards Business Education in public universities in Cross River State?

To answer this research question, Pearson Product Moment Correlation analysis was conducted to determine the relationship between Blackboard learning resources and students' attitude towards Business Education in public universities in Cross River State.

The result is presented in Table 2.

Table 2**:** Pearson Product Moment Correlation Analysis of the Relationship between Blackboard Learning Resources and Students' Attitude towards Business Education in Public Universities in

Cross River State (N = 33)

Variable	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	df	r-cal	Remark
Blackboard learning resources	4,859	5,816	—	—	9,471.5	31	0.852	Positive Relationship
Students' attitude	915.7	23,364	—	—	—	—	—	—

Significant at 0.05 level; df = 31; critical r = 0.349

The result in Table 2 showed that the calculated r-value for the relationship between Blackboard learning resources and students' attitude towards Business Education was 0.852. This indicates a very strong positive relationship between Blackboard learning resources and students' attitude towards the study of Business Education.

The implication of this finding is that increased use of Blackboard learning resources significantly enhances students' attitude towards Business Education in public universities in Cross River State. The result also implies that Blackboard learning resources facilitate effective learning engagement, improve communication between lecturers and students, and create a more interactive learning environment, thereby fostering students' positive attitude towards the programme.

Test of null hypotheses

Null hypothesis 1

There is no significant relationship between Google Classroom learning resources and students' attitude towards Business Education in public universities in Cross River State.

To test this hypothesis, data were extracted from the data bank and summarized into sums (ΣX, ΣY), sums of squares (ΣX^2, ΣY^2), and sum of products (ΣXY). The summarized data were subjected to Pearson Product Moment Correlation statistical analysis. The result is presented in Table 3.

Table 3**:** Pearson Product Moment Correlation Statistical Analysis of the Relationship between Google Classroom Learning Resources and Students' Attitude towards Business Education in Public Universities in Cross River State (N = 33)

Variable	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	df	r-cal	r-critical	Remark
Google Classroom learning resources	492.4	5,941	—	—	12,725	31	0.735	0.349	Significant
Students' attitude	915.7	23,364	—	—	—	—	—	—	—

Significant at 0.05 level; df = 31

The result in Table 3 revealed that the calculated r-value of 0.735 was greater than the critical r-value of 0.349 at .05 levels of significance with 31 degrees of freedom. Since the calculated r-value exceeded the critical value, the null hypothesis was rejected. Therefore, the finding indicated that there is a significant relationship between Google Classroom learning resources and students' attitude towards Business Education in public universities in Cross River State.

Null hypothesis 2

There is no significant relationship between Blackboard learning resources and students' attitude towards Business Education in public universities in Cross River State.

To test this hypothesis, data were extracted were subjected to Pearson Product Moment from the data bank and summarized into sums Correlation statistical analysis. The result is presented in Table 4.
(ΣX, ΣY), sums of squares (ΣX^2, ΣY^2), and sum of products (ΣXY). The summarized data

Table 4: Pearson Product Moment Correlation Statistical Analysis of the Relationship between Blackboard Learning Resources and Students' Attitude towards Business Education in Public Universities in Cross River State (N = 33)

Variable	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	df	r-cal	rcritical	Remark
Blackboard learning resources	4,859	5,816	—	—	9,471.5	31	0.852	0.349	Significant
Students' attitude	915.7	23,364	—	—	—	—	—	—	—

Significant at 0.05 level; df = 31

The result in Table 4 revealed that the calculated r-value of 0.852 was greater than the critical r-value of 0.349 at .05 levels of significance with 31 degrees of freedom. Since the calculated r-value exceeded the critical value, the null hypothesis was rejected. Therefore, the finding indicated that there is a significant relationship between

Blackboard learning resources and students' attitude towards Business Education in public universities in Cross River State. The positive relationship implies that improvement in the use of Blackboard learning resources could enhance students' attitude towards the study of Business Education.

Discussion of findings

The findings of this study were discussed based on the research questions and hypotheses formulated to examine the relationship between ICT learning resources and students' attitude towards Business Education in public universities in Cross River State, Nigeria. Specifically, the discussion focused on Google Classroom learning resources and Blackboard learning resources as predictors of students' attitude towards Business Education.

The finding of the study reveal that there is a significant positive relationship between Google Classroom learning resources and students' attitude towards Business Education in public universities in Cross River State. This was evident from the calculated r-value of 0.735, which indicated a strong positive relationship between the variables. The implication of this finding is that increased utilization of Google Classroom learning resources improves students' interest, motivation, participation, and disposition towards the study of Business Education. The finding corroborates the position of Akpan (2023), who asserted that ICT-based instructional tools such as virtual classrooms and interactive learning platforms sustain students' interest and accommodate diverse learning styles and paces. Google Classroom provides opportunities for collaborative learning, assignment management, timely feedback, and communication between lecturers and students, thereby making learning more interactive and learner-centred. The platform also enables students to revisit instructional materials at their convenience, thereby reinforcing understanding

and improving learning experiences. The finding is equally in agreement with Okon (2021), who emphasized that ICT integration in higher education improves instructional quality and enhances students' digital literacy competencies required for effective functioning in contemporary workplaces. Google Classroom enhances flexibility in teaching and learning by allowing students to access learning resources beyond the traditional classroom environment. This flexibility encourages students' active engagement with Business Education courses and positively shapes their attitude towards the programme. Furthermore, the result supports the findings of Oluwalola (2023), who reported that students exposed to interactive technologies and e-learning platforms demonstrated greater enthusiasm and positive perceptions toward their studies. The present study suggests that Google Classroom contributes significantly to students' academic experiences because it promotes independent learning, collaboration, creativity, and accessibility to educational materials. The finding also aligns with the study of Adu (2020) and Ogunleye and Ojo (2019), who found that ICT facilities positively influence students' learning experiences and academic achievement by improving access to educational resources and increasing students' motivation towards learning. The positive relationship observed in the present study may therefore be attributed to the ability of Google Classroom to create a more engaging and technologically enriched learning environment for Business Education students. In addition, the finding supports the assertion of Osadebe (2020), who maintained that students with adequate ICT competence are more confident in utilizing educational technologies for learning activities. Students who effectively utilize Google Classroom are likely to develop greater confidence in online learning, communication, and research activities, thereby enhancing their positive attitude towards Business Education.

However, the finding indirectly highlights the importance of institutional support for effective ICT integration. As noted by Ezeliora (2005), inadequate ICT facilities and poor technological infrastructure reduce students' interest and commitment toward educational programmes. Therefore, the positive relationship established in this study indicates that improving access to Google Classroom resources and internet facilities could further strengthen students' attitude towards Business Education in public universities in Cross River State.

The study further reveal that there is a significant positive relationship between Blackboard learning resources and students' attitude towards Business Education in public universities in Cross River State. This was indicated by the calculated r-value of 0.852, which showed a very strong positive relationship between Blackboard learning resources and students' attitude towards Business Education. The finding implies that effective utilization of Blackboard learning resources significantly enhances students' enthusiasm, participation, and positive perception of Business Education programmes. This finding is consistent with the view of Etonyeaku (2019), who described ICT learning infrastructures as important technological systems that support teaching and learning processes through hardware, software, and networking resources.

Blackboard learning resources provide virtual learning environments that facilitate course management, online discussions, assessments, instructional interaction, and collaborative learning experiences. These features improve students' accessibility to learning materials and strengthen engagement in academic activities. The finding also supports the position of Akpan et al. (2023), who observed that positive students' attitudes are associated with learning environments characterized by the availability and effective utilization of modern technological tools capable of making learning interactive and practically relevant. Blackboard learning resources provide students with opportunities for realtime interaction, access to multimedia instructional materials, online feedback, and continuous academic engagement. Such experiences contribute to positive learning

attitudes and greater commitment toward Business Education. Similarly, the result agrees with the findings of Etim and Udo (2019), who reported that digital communication tools and online learning platforms facilitate collaboration, knowledge sharing, and interaction between lecturers and students. Blackboard learning resources enhance communication and collaboration,

thereby fostering a supportive learning environment
capable of improving students' academic experiences and perceptions towards Business Education. The finding equally corroborates the study of Osadebe (2020), who found that students recognized ICT resources as essential tools for improving learning experiences and academic performance. Blackboard learning resources promote flexibility and convenience because students can access lectures, assignments, and course materials regardless of location and time. This flexibility may have contributed to the strong positive relationship observed between Blackboard learning resources and students' attitude towards Business

Education. Furthermore, the finding supports the assertions of Okon (2021) that access to advanced technological learning tools enhances students' understanding of course materials and improves educational outcomes. Blackboard learning resources create opportunities for individualized learning and support students in developing digital competencies relevant to modern business environments. Consequently, students become more motivated and positively disposed toward their academic programme. The finding also confirms the submission of Onajite (2016), who recommended improved funding and provision of ICT facilities to enhance effective utilization of educational technologies in Business Education. Although challenges such as poor internet connectivity, inadequate funding, and limited ICT infrastructure still exist in many Nigerian public universities, the strong positive relationship established in this study demonstrates that Blackboard learning resources remain valuable tools for improving students' attitude towards Business

Education.

Thus, the findings of this study have demonstrated that ICT learning resources, particularly Google Classroom and
Blackboard platforms, play significant roles in shaping students' attitudes towards Business Education in public universities in Cross River State. The findings underscore the importance of strengthening ICT integration, improving technological infrastructure, and promoting digital literacy among students and lecturers to enhance instructional effectiveness and students' learning experiences in Business Education programmes.

Conclusion

This study concluded that Information and Communication Technology learning resources significantly influence students' attitude towards Business Education in public universities in Cross River State, Nigeria. Specifically, the study established that Google Classroom and Blackboard learning resources have strong positive relationships with students' attitude towards the study of Business Education. The findings revealed that effective utilization of these digital learning platforms enhances students' interest, participation, motivation, collaboration, and overall learning experiences.

The study further established that ICT-based learning environments make

Business Education more interactive, flexible, learner-centred, and practically relevant to contemporary business realities. The positive relationships observed in the study indicate that students exposed to

functional digital learning platforms develop more favourable attitudes towards Business Education and are better positioned to acquire technological competencies required in modern workplaces.

Therefore, the study concluded that the integration and effective utilization of Google Classroom and Blackboard learning resources are indispensable for improving students' attitude towards Business Education and enhancing instructional delivery in public universities in Cross River State. Consequently, strengthening ICT infrastructure and promoting digital learning practices remain critical strategies for improving the quality and relevance of Business Education in Nigerian universities.

Recommendations

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

1. Management of public universities in Cross River State should provide adequate ICT infrastructure, stable internet connectivity, and functional digital learning facilities to support the effective utilization of Google Classroom and Blackboard learning resources in Business Education programmes. This will enhance students' engagement, participation, and positive attitude towards learning.
2. Lecturers and students in Business Education departments should be regularly trained through workshops, seminars, and ICT capacity-building programmes on the effective utilization of Google Classroom, Blackboard, and other emerging educational technologies to improve instructional delivery, digital competence, and students' learning experiences.

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