ISSN: 290X-5461
Volume 9, Number 2, 2022
International Journal of and Business Education and Management Studies

NETWORK FACILITIES AND JOB PERFORMANCE OF BUSINESS EDUCATION LECTURERS IN UNIVERSITIES IN SOUTH-SOUTH NIGERIA

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ABSTRACT

This study is titled "Network Facilities and Job Performance of Business Education Lecturers in Universities in South-South Nigeria". The study adopted correlational research design. The population of this work consisted of 141 business education lecturers in universities in south-south Nigeria. This population was a manageable size; therefore, the researcher adopted a census study. Two questionnaires were used to gather data from the target sampled population. Cronbach alpha was used to measure the internal consistency of the instruments at a coefficient index of 0.89. Descriptive statistics and Pearson Product Moment Correlation Coefficient was adopted for data analysis using SPSS version 22.0. Findings of the study revealed that there is relationship between Instructional Delivery Digitalization Dimensions and Measures of Job Performance of Lecturers in universities in South-South, Nigeria. This study thus concluded that Network Facilities is a strong antecedent and irrefutable dynamic for enhancing Job Performance of Lecturers in universities in South-South, Nigeria. The study recommended among others that Universities in South-South should provide adequate training to enhance lecturers' competence in the use of instructional delivery digitalization in order to enhance lecturers' job performance in business education.

Keywords: Network Facilities, Job Performance, Business Education Lecturers

INTRODUCTION

The performance of lecturers in tertiary institution in Nigeria has been criticized in recent times by stakeholders in the country. A keen observation shows that there are poor supervision of students' works, poor subject delivery of contents, and poor evaluation of students with the use of digital facilities in Universities in Nigeria such as overhead projector, network facilities etc. It has been perceived by the government and stake holders as noted by Good (2013) that many lecturers in Universities in Nigeria have cultivated the habit of not properly digitalizing their academic works, and they show lukewarm attitude to e-content delivery, e-supervision and e-evaluation. These lecturers are perceived to have poor attitude to work (Akinfolarin & Ehinola, 2014). Lecturers in these universities are said to lack the zeal to work, the briskness and the momentum of hardworking people; and generally, dedication, honesty, competence and determination, all of which characterized highly performing and productive people in a society. In view of non-usage of internet facilities, lecturers have been conceived as being ineffective in performing their obligations. Stakeholders attributed this general perception to lack of knowledge and digital skills while others blame the predicament on poor digitalization of the institutions. Obviously, it has been observed that many lecturers do not adequately and digitally monitor and supervise the activities of their students in the classroom. The poor performance of lecturers has negatively affected the image of Universities in Nigeria as stakeholders in the country believe that these lecturers are inefficient on the job. The poor performance of the lecturers as observed could be traced to inadequate digital communication technologies in Nigerian institutions. Goodall (2013) explained that many classrooms in Universities in Nigeria do not have adequate digital communication technologies such as Networks, social media means of communication and e- library facilities. These have made it difficult for lecturers to effectively and digitally supervise, deliver and evaluate the activities of their students, thereby resulting to poor performance in that aspect. It is believed

that the provision of adequate digital facilities for supervision, lesson delivery and evaluation would enhance the job performance of lecturers in Universities in Nigeria (Devi & Lakshmi, 2019). However, there is no empirical evidence to justify this claim in the Nigerian context as most of the studies on instructional delivery digitalization and job performance were carried out in the developed countries while empirical studies that examined the difference between network facilities and job performance of lecturers in South-South Universities in Nigeria is lacking. These created the gap in empirical literature which the present study is set to fill.

Hypotheses

The following hypotheses were formulated to guide this study;

H_{01} There is no significant relationship between the use of network facilities and instructional supervision capabilities of Business Education Lecturers in Universities in South-South, Nigeria.

H_{02} There is no significant relationship between the use of network facilities and Subject delivery of Business Education Lecturers in Universities in South-South, Nigeria.

H_{03} There is no significant relationship between the use of Network facilities and instructional evaluation of Business Education Lecturers in Universities in South-South, Nigeria.

Personal Area Network (PAN)

A Personal Area Network (PAN) is smallest network which is very personal to a user. This may include Bluetooth enabled devices or infra-red enabled devices. PAN has connectivity range up to 10 meters. PAN may include wireless computer keyboard and mouse, Bluetooth enabled headphones, wireless printers, and TV remotes. For example, Piconet is Bluetooth-enabled Personal Area Network which may contain up to 8 devices connected together in a master-slave fashion.

LAN is (by definition) a local network, usually operating in the same building or on the same campus (Victor, 2021). A computer network spanned inside a building and operated under single administrative system is generally termed as Local Area Network (LAN). Usually, LAN covers an organization offices, schools, colleges or universities. Number of systems connected in LAN may vary from as least as two to as much as 16 million. LAN provides a useful way of sharing the resources between end users. The resources such as printers, file servers, scanners, and internet are easily sharable among computers. LANs are composed of inexpensive networking and routing equipment. It may contain local servers serving file storage and other locally shared applications. It mostly operates on private IP addresses and does not involve heavy routing. LAN works under its own local domain and controlled centrally. LAN uses either Ethernet or Token-ring technology. Ethernet is most widely employed LAN technology and uses Star topology, while Token-ring is rarely seen. LAN can be wired, wireless, or in both forms at once. Local area network (LAN) is any communication network for connecting computers within a building or small group of buildings. A LAN may be configured as:

1. A bus, a main channel to which nodes or secondary channels are connected in a branching structure.
2. A ring, in which each computer is connected to two neighbouring computers to form a closed circuit, or
3. A star, in which each computer is linked directly to a central computer and only indirectly to one another. Each of these has advantages, though the bus configuration has become the most common.

Simple bus networks, such as Ethernet, are common for home and small office configurations. The most common ring network is IBM's Token Ring, which employs a "token" that is passed around the network to control which location has sending privileges. Star networks are common in larger commercial networks since a malfunction at any node generally does not disrupt the entire network.

Even if only two computers are connected, they must follow rules, or protocols, to communicate. For example, one might signal "ready to send" and wait for the other to signal "ready to receive." When many computers share a network, the protocol might include a rule "talk only when it is your turn" or "do not talk when anyone else is talking." Protocols must also be designed to handle network errors.

The most common LAN design since the mid-1970s has been the bus-connected Ethernet, originally developed at Xerox PARC. Every computer or other device on an Ethernet has a unique 48-bit address. Any computer that wants to transmit listens for a carrier signal that indicates that a transmission is under way. If it detects none, it starts transmitting, sending the address of the recipient at the start of its transmission. Every system on the network receives each message but ignores those not addressed to it. While a system is transmitting, it also listens, and if it detects a simultaneous transmission, it stops, waits for a random time, and retries. The random time delay before retrying reduces the probability that they will collide again. This scheme is known as carrier sense multiple access with collision detection (CSMA/CD). It works very well until a network is moderately heavily loaded, and then it degrades as collisions become more frequent. The first Ethernet had a capacity of about 2 megabits (millions of bits) per second (mbps), and today 10- and 100-mbps Ethernet is common, with gigabit-per-second (billions of bits per second; gbps) Ethernet also in use. Ethernet transceivers (transmitter-receivers) for personal computers are inexpensive and easily installed. A standard for wireless Ethernet, known as Wi-Fi, has become common for small office and home networks. Using frequencies from 2.4 to 5 gigahertz (GHz), such networks can transfer data at rates up to 600 mbps. Early in 2002 another Ethernet-like standard was released. Known as HomePlug, the first version could transmit data at about 8 mbps through a building's existing electrical power infrastructure.

Metropolitan Area Network (MAN)

The Metropolitan Area Network (MAN) generally expands throughout a city such as cable TV network. It can be in the form of Ethernet, Token-ring, ATM, or Fiber Distributed Data Interface (FDDI). Metro Ethernet is a service which is provided by ISPs. This service enables its users to expand their Local Area Networks. For example, MAN can help an organization to connect all of its offices in a city. Backbone of MAN is high-capacity and high-speed fiber optics. MAN works in between Local Area Network and Wide Area Network. MAN provides uplink for LANs to WANs or internet (Nieporent, 2011).

A metropolitan area network (MAN) is a computer network that is larger than a single building local area network (LAN) but is located in a single geographic area that is smaller than a wide area network (WAN). Generally, it is several LANs interconnected by dedicated backbone connections. It may also refer to public use networking infrastructure in a municipality or region. A metropolitan area network traditionally refers to a private data network used by a single organization in several buildings or by several organizations interconnected in the same geographic vicinity. It is larger than a LAN in a single building but not large enough to be considered a WAN. The size usually ranges from 5 kilometers to 50 km. If all the buildings are on a single piece of contiguous property, it may also be considered a campus network (Victor, 2021).

Generally, a MAN is small enough that dedicated point-to-point, or backbone, data connections are established between buildings or to a hosted colocation (colo) data center. These backbone connections can use a variety of link technologies, including Ethernet runs, leased dark fiber or private fiber, point-to-point Wi-Fi, wireless LAN (WLAN), millimeter wave (MM wave) radio and microwave radio links or private 5G networks. Public internet routed links, such as through a virtual private network (VPN) or public cloud, would not be considered part of a MAN but may be included in a MAN diagram for simplicity. A well-designed system will have redundant links between locations. A MAN may use a local exchange carrier (LEC) to provide the connections between LANs and may connect to an internet exchange point for high-speed communication between the

MAN and the public internet. It may also connect to other vendors at a peer exchange or to cloud vendors, such as with Amazon Web Services (AWS) Direct Connect.
The primary advantage of a MAN over a WAN is the high bandwidth enabled by the dedicated links of a metropolitan area network. This application of a MAN provides higher speed, from 1 gigabit per second to 100 Gbps, and lower latency than would be possible over a WAN. Since the organization maintains control of the connection, it can apply traffic shaping and increased security. Disadvantages of a MAN over a WAN include potentially higher costs, greater complexity and additional logistics required to maintain the links. A well-designed MAN will also have redundant connections, requiring at least two connections per building (Miitchel, 2020).
Since a metropolitan area network only refers to relative size, it may also be used to describe a public or private network that attempts to provide connectivity that covers an entire metropolitan area. In this sense, a MAN can be closely related to smart city concepts in several different ways:

1. A MAN may be a large number of privately owned or telecommunication provider interconnects between organizations.
2. A MAN may be a public or free Wi-Fi system provided to residents of a city.
3. A MAN may be a network used by a municipality or company to interconnect its public works systems and internet of things (IoT) devices.

As technology continues to advance and more devices become interconnected, the use of metropolitan area networks will continue to increase. Some also use MAN to refer to the high-speed internet connectivity across a city provided by 5G cellular technology, while a potential future use for a MAN would be a citywide network of autonomous vehicles sharing location, traffic and destination data (Clessi, 1986).

Concepts of Job Performance

Performance is defined at the level of each individual within the organization or at organization level. It is perceived as an understanding of the achieved results of behavior and outcome. The behavioral aspect refers to what an individual does in the work situation. It encompasses. behaviors such as assembling parts of a car engine, selling personal computers, teaching basic reading skills to elementary school children, or performing heart surgery. Not every behavior is subsumed under the performance concept, but only behavior which is relevant for the organizational goals: "Performance is what the organization hires one to do, and do well" (Campbell et al., 1993). Thus, performance is not defined by the action itself but by judgmental and evaluative processes (Ilgen & Schneider, 1991; Motowidlo et al., 1999). Moreover, only actions which can be scaled, i.e., measured, are considered to constitute performance (Campbell et al., 1993). The outcome aspect refers to the consequence or result of the individual's behavior. The above described behaviors may result in outcomes such as numbers of engines assembled, pupils' reading proficiency, sales figure, or number of successful heart operations. In many situations, the behavioral and outcome aspects are related empirically, but they do not overlap completely. Outcome aspects of performance depend also on factors other than the individual's behavior. For example, imagine a teacher who delivers a perfect reading lesson (behavioral aspect of performance), but one or two of his pupils nevertheless do not improve their reading skills because of their intellectual deficits (outcome aspect of performance). Or imagine a sales employee in the telecommunication business who shows only mediocre performance in the direct interaction with potential clients (behavioral aspect of performance), but nevertheless achieves high sales figure for mobile phones (outcome aspect of performance) because of a general high demand for mobile phone equipment. In practice, it might be difficult to describe the action aspect of performance without any reference to the outcome aspect.

Because not any action but only actions relevant for organizational goals constitute performance, one needs criteria for evaluating the degree to which an individual's performance meets the organizational goals. It is difficult to imagine how to conceptualize such criteria without

simultaneously considering the outcome aspect of performance at the same time. Thus, the emphasis on performance being an action does not really solve all the problems. Moreover, despite the general agreement that the behavioral and the outcome aspect of performance have to be differentiated, authors do not completely agree about which of these two aspects should be labeled 'performance'.

Performance is a multi-dimensional concept. On the most basic level, Motowidlo and Borman (1993) distinguish between task and contextual performance. Task performance refers to an individual's proficiency with which he or she performs activities which contribute to the organization's 'technical core'. This contribution can be both direct (e.g., in the case of production workers), or indirect (e.g., in the case of managers or staff personnel).

Contextual performance refers to activities which do not contribute to the technical core but which support the organizational, social, and psychological environment in which organizational goals are pursued. Contextual performance includes not only behaviors such as helping coworkers or being a reliable member of the organization, but also making suggestions about how to improve work procedures. Three basic assumptions are associated with the differentiation between task and contextual performance (Motowidlo & Borman 1997; Motowidlo & Schmit, 1999).
(1) Activities relevant for task performance vary between jobs whereas contextual performance activities are relatively similar across jobs;
(2) task performance is related to ability, whereas contextual performance is related to personality and motivation;
(3) task performance is more prescribed and constitutes in-role behavior, whereas contextual performance is more discretionary and extra-ordinary.

Network facilities and Job Performance
Abdulahi et al., (2019) investigated digitization in education system and management of early childhood care education in Nigeria. The objectives of this study are to determine the relationship between online collaborative learning, game-based learning and management of early childhood care education in North-central, Nigeria. Two hypotheses were formulated and tested. Quantitative research design was used for the study. A self-designed questionnaire titled "Digitization and Management of Early Childhood Care Education Questionnaire" (DMECCEQ) was used to collect information for the study. This study focuses on public primary schools with early childhood care education in North-Central zone, Nigeria. The population of this study comprised all 2,729 head teachers and 5,529 teachers in public primary schools with early childhood care education in North-Central. Sample of 338 head teachers and 361 teachers were proportionally selected in the seven States with the use of Research Advisor (2006) table to determine the sample size of a known population, stratified random sampling technique was used to select primary school head teachers and teachers from the sample schools. This was to ensure that all categories of head teachers and teachers were given equal chance of being selected. The data collected were analyzed using t-test statistical analysis. All hypotheses were tested at the 0.05 level of significance. The result revealed that there was no significant difference between online collaborative learning, game-based learning and management of early childhood care education in Nigeria. It was recommended that teachers should continue to make use of collaborative learning in order to increase pupils 'motivation to learn, also make use of appropriate game-based learning for learners to have better self-management, opportunities for collaborative and inquiry-based learning in order to enhance effective management of early childhood care education in Nigeria. The study is related in the conclusion, which states that there is relationship between collaborative learning and education and suggests that appropriate game-based learning for learners should be adopted. This is similar to the technological acceptance theory used in this study, which suggests that the older adults (lecturers) should be exposed to game-based learning in order for them to have positive perception

on technology as being useful. This would excite their interest to adopt digital facilities in performing their job.

Cognitive Flexibility Theory

The researcher will anchors this study on cognitive flexibility theory by Spiro in 1948. Among the approaches to learning that draw on cognitive theories, cognitive flexibility theory recognizes that some domains of knowledge are complex and ill-structured. In contrast to well-structured domains that may be organized in linear or hierarchical formats that translate into sequential instruction, ill-structured domains are viewed as irregular and contextual (Spiro et al., 1987). The theory suggests that instructional design for such domains should represent the complexity of the domain by creating webs of information (e.g., through the use of hypertext), using multiple perspectives, and embedding the knowledge within multiple contexts. Students of ill-structured knowledge domains should engage in critical analysis, perspective taking, and problem framing to support the transfer of knowledge to new contexts. Thus, cognitive flexibility within such complex domains.

This theory includes the ability to represent knowledge from different conceptual and case perspectives and then, when the knowledge must later be used, the ability to construct from those different conceptual and case representations a knowledge ensemble tailored to the needs of the understanding or problem-solving situation at hand (Spiro et al., 1991). While some aspects of learning to teach may reside in learning factual information and theoretical principles, many aspects of teaching can be considered a complex and uncertain endeavor. Many illustrations of teaching practice demonstrate the complexity of teachers' knowledge application, decision making, immediacy of response, and the overall management of dilemmas in daily practice. Based on this view of teaching, knowledge for teaching requires a flexibility of application and practiced decision making that would allow beginning teachers to respond flexibly to messy and context-dependent variation. Other theories that relates to this study include: the situated learning theory and teaching acceptance model.

METHODOLOGY

This study adopted correlational research design. The population of the study comprised of Business Education Lecturers in ten public and state universities in the south-South zone of Nigeria. The researcher used the entire number of the population of Business Education Lecturers in the South-South Universities in Nigeria. This was because, the population was of a manageable size of 141 lecturers, and therefore, the study was a Census Study. They were structured questionnaires. Data collected through the use of questionnaires, were coded and entered into the computer by using the Statistical Package for Social science (SPSS version 22.0). The computation was made using the mean score statistics and standard deviation to analyze the research questions while the hypotheses were analyzed using the descriptive statistics and Pearson Product Moment Correlation at a 0.05 Coefficient. These established the extent to which the independent variable (Instructional Delivery Digitalization) related to the dependent variable (Job Performance of Business Education Lecturers in Universities in South-South Nigeria). Other analysis, such as the biometric data, were computed using the percentage and pie chart statistics.

Bivariate Analysis

This section presented the result of the Pearson Product Moment Correlation Analysis

H_{01} There is no significant relationship between the use of network facilities and the instructional supervision capabilities of Business Education Lecturers in the South-South Region of Nigeria.

Table 1: correlation of network facilities and instructional supervision capabilities

	network facilities	instructional supervision capabilities
Pearson's correlation	1	.706
PD sig. (2 – tailed)		.000
N	140	140
Pearson's correlation	.706	1
FP sig. (2 – tailed)	.000	
N	140	140

** correlation is significant at the 0.01 level (2tailed)

H$o_{1:}$**:** There is no significant relationship between the use of network facilities and the instructional supervision capabilities of Business Education Lecturers in the South-South Region of Nigeria. (correlation. 1) reveals that**:** There is a significant relationship between the use of network facilities and the instructional supervision capabilities of Business Education Lecturers in the South-South Region of Nigeria. (where rho = .706 and p =0.000) and based on the decision rule of p < 0.05 for null rejection; we reject the null hypothesis and restate that there is a significant relationship between the use of network facilities and the instructional supervision capabilities of Business Education Lecturers in the South-South Region of Nigeria.

H_{02} There is no significant relationship between the use of network facilities and Subject delivery of Business Education Lecturers in the South-South region of Nigeria.

Table 2: correlation of network facilities and subject delivery

	network facilities	Subject delivery
Pearson's correlation	1	.606
PD sig. (2 – tailed)		.000
N	140	140
Pearson's correlation	.606	1
FP sig. (2 – tailed)	.000	
N	140	140

** correlation is significant at the 0.01 level (2tailed)

H$o_{2:}$**:** There is no significant relationship between the use of network facilities and Subject delivery of Business Education Lecturers in the South-South region of Nigeria. (correlation. 2) reveals that **:** There is a significant relationship between the use of network facilities and Subject delivery of Business Education Lecturers in the South-South region of Nigeria (where rho = .606 and p =0.000) and based on the decision rule of p < 0.05 for null rejection; we reject the null hypothesis and restate that there is a significant relationship between the use of network facilities and Subject delivery of Business Education Lecturers in the South-South region of Nigeria.

H_{03} There is no significant relationship between the use of Network facilities and the instructional evaluation of students' activities in South-South Universities in Nigeria.

Table 3: correlation of network facilities and instructional evaluation

	network facilities	instructional evaluation
Pearson's correlation	1	.806
PD sig. (2 – tailed)		.000
N	140	140
Pearson's correlation	.806	1
FP sig. (2 – tailed)	.000	
N	140	140

** correlation is significant at the 0.01 level (2tailed)

H$o_{3:}$**:** There is no significant relationship between the use of Network facilities and the instructional evaluation of students' activities in South-South Universities in Nigeria (correlation. 3) reveals that **:** there is a significant relationship between the use of Network facilities and the instructional evaluation of students' activities in South-South Universities in Nigeria. (where rho = .806 and p =0.000) and based on the decision rule of p < 0.05 for null rejection; we reject the null hypothesis and restate that there is a significant relationship between the use of Network facilities and the instructional evaluation of students' activities in South-South Universities in Nigeria.

Discussion of findings

Network facilities and lecturers' supervision of students' works in business education

Correlation 1 reveals that there is a significant relationship between the use of network facilities and the instructional supervision capabilities of Business Education Lecturers in the South-South Region of Nigeria. (where rho = .706 and p =0.000) **.** This findings is similar to that of Musa (2018) whose findings shows that technology facilities enhance teaching and learning of business education which implies that network facilities being an aspect of technology facilities relate to supervision of students' work in business education. In the view of Ile and Ndimele (2021), if the technological level of any institution is low, in the aspect of lecturer know-how, facilities and education, digital supervision will not be encouraging. Abdulahi et al., (2019) assert that collaborative learning and supervision online will motivate and encourage students and supervision online will motivate and encourage students to efficiently manage their inquiry-based learning. Popova et al., (2021) also argue that students are given the opportunity to ask questions while lecturers supervise their works. Of course, this makes the production of the supervised work more focused to the subject mater as the work at hand becomes collaborative between the lecturer and the student. The use of networking in supervision cannot be over emphasized because materials can be sourced within the confined of the networked area.

Network facilities and subject delivery in business education

Correlation 2 reveals that there is a significant relationship between the use of network facilities and Subject delivery of Business Education Lecturers in the South-South region of Nigeria (where rho = .606 and p =0.000). this findings is supported by that of wakkala, Aliyu and Sagir (2019) who agreed that lecturers competence on network facilities influence instructional subject delivery, this implies that network facilities influence subject delivery, however lecturers need to be competent in order to adopted this approach. Beyond Laptops, Tablets, and Phones Schools, colleges, and universities should embrace online textbooks, course modules, assessments, and testing along with asynchronous learning using electronic devices. When everyone has a laptop or a tablet connected to the network, it demands for bandwidth and speed increases. Moreover, educational networks must ensure that their institution's network and infrastructure can accommodate increasing demand for innovations like augmented and virtual reality applications, game-based learning, and calculations requiring enormous capacity and speed. Educational facilities must also plan for the expansion of internet. Suleiman and Ali (2013) suggested that:

a. The university management should also provide access free internet services to the university to encourage and enhance teaching and research.

b. The academic staff should considered using other search engines instead of concentrating on only Google, Yahoo and Database for their information search, teaching and research purpose.

c. The academic staff should also consider using other internet facilities rather than concentrating on the use of E-mail, E-books, and E-Journals for their teaching and research purposes. . The academic staff of SMIT should considered the importance of using the internet for their teaching and research purposes so that they can create time for that and should embrace the use of modem to reduce the problem of having in adequate internet access at home Adepoju (2017) argued that most students prefer using computer and Internet facilities in cybercafés. This implies that University library could not provide access to the facilities in a way

and measure convenient and acceptable to the students when compared with what obtains out side the library. The library should make every effort to provide computers and Internet connectivity which is reliable and at a cheaper rate to what cybercafés are charging outside. Regular power supply should not be an inhibitor to the use of the resources in the library. In addition, the library should integrate programmes on computer literacy in their users' education programme. This should be an activity-based programme which provides for a wide range of short-format, hands-on workshops and demonstrations in which the sandwich students and lecturers can be given attention (Samson, 2011).

Mussa (2018) pointed out that there are still a number of obstacles such as inadequate computers, lack of ICT literacy skills and unreliable internet connectivity. As a result, when it comes to effective use of ICTs in teaching and learning, particularly Internet, both tutors and students were missing out on the many resources available on the Internet and that could benefit them academically. Therefore, considering the purpose and frequency of Internet use among tutors and student-teachers, it can be concluded that the Internet is not yet regarded as one of the foremost resource in enhancing the learning and teaching activities as student-teachers still use traditional methods of note-taking and note-making and also remain largely dependent on tutors notes, handouts and printed materials. The tutors, on the other hand, also use traditional ways of teaching and the parent ministry does not seem to work hard on this since project ended. Hence, there is a serious need to raise the awareness to all stakeholders at the Ministry, tutors and student-teachers to enhance the use of the Internet for academic purposes. He added that more computers with Internet connectivity should be provided to increase the level of access to ICTs among tutors and student-teachers. Tutors and student teachers should be equipped with both internet basics and information literacy skills. Maintenance of computers should also be done more regularly to ensure that the available computers are always in good condition. he also stated that Internet cables should be instituted in the classrooms to encourage Internet use among tutors during instructions. Also, standby generators and Uninterrupted Power supply (UPSs) should be made available for the computer labs to cater the need for reliable power supply

Network facilities and instructional evaluation in business education

Correlation 3 reveals that there is a significant relationship between the use of Network facilities and instructional evaluation of students' activities in universities in South-South Nigeria. (where rho = .806 and p =0.000), similarly Ekwue et al., (2016) findings shows that technological facilities enhance teaching and learning of business education, thus enhance student academic achievement or performance.

Mussa (2018) pointed out that the evaluation of students works will be more effective and efficient and students can receive feedback promptly.

CONCLUSION

This study has primarily network facilities and Job performance of lecturers in universities in South-South Region of Nigeria and found that there is a strong relationship between the two variables. It also significantly investigated the relationship between network facilities and measures of Job performance of lecturers in South-South Region of Nigeria. The findings show an irrefutable relationship between and among them. This study thus concluded that network facilities is a strong antecedent and irrefutable dynamic tool for enhancing Job performance of lecturers in universities in South-South Region of Nigeria.

RECOMMENDATIONS

The following recommendations were drawn from the study:

1. Universities in south-south Nigeria should provide adequate training to enhance lecturers' competence in use of instructional delivery digitalization in order to enhance lecturers job performance of business education lecturers in universities in South-South Region of Nigeria.

2. Universities in south-south, Nigeria should provide adequate network facilities in order to enhance instructional delivery digitalization in business education.
3. Universities in south-south, Nigeria should provide adequate social media platform such as facebook, whatsapp, instragrame and website or block page in order to enhance instructional supervision, subject delivery and it should be evaluated from time to time to ensure that these platforms serve the purpose or rational in which they were created for.

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