

EXTENT OF UTILIZATION OF E-LEARNING TECHNOLOGIES IN BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION IN SOUTH-SOUTH, NIGERIA

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Abstract: The study focused on extent of utilization of e-learning technologies in business education programme in colleges of education in south-south, Nigeria. three specific purposes with three corresponding research questions and null hypotheses were formulated to guide the study. Comprehensive related literatures were reviewed, not only to serve as a guide to the research but also to give insight into what has already been done by other researchers in related areas of the study. Descriptive research design was adopted for the study. The population of the study consisted of two hundred and forty-one (241) lecturers in colleges of Education in South-South, Nigeria. The entire population was used. Researcher's questionnaire tagged availability and extent of utilization of e-learning technologies in business education programme in colleges of education in South-South, Nigeria, (EUETBESSN) was used to elicit responses from the subjects. The instrument was validated by three experts, one experts in Measurement and Evaluation from Science Education Department, one expert ICT Department and one experts from Business Education Department, Ebonyi State University, Abakaliki. The reliability of the instrument was determined using Cronbach Alpha reliability which yielded a reliability coefficient of 0.82. Frequency table and percentage was used to answer question one, while Mean (\bar{x}) and standard deviation (SD) were used to answer the research questions, t-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings from the study showed that: e-learning technologies like digital library, electronic board, electronic communication tools, including e-mail and discussion board, chart facilities and video conferencing, virtual learning environment, media player, Microsoft excel application, educational website, use of YouTube, use of scanners to capture images and ensuring securing of data had less percentage. Secondly, e-learning technologies in classroom delivery in Business Education program are fairly utilized. Based on the findings of the study, the researcher recommended that Nigerian Government should continue to ensure the supply of e-learning equipment/technologies for teaching and learning purposes in Business Education programmes and also government should equip Colleges of Education with computer systems and monitor the utilization for effective teaching and learning activities mostly in classroom delivery, since e-learning is taking the center stage in Business education programme in Colleges of Education in South-South, Nigeria.

Keywords: Utilization, E-Learning, Business Education

Introduction

Electronic learning is increasingly becoming acceptable in higher institutions in Nigeria. Utilization of E-learning technologies is very important for online classroom delivery; it is also necessary for e-learning technologies to be available and in good condition for utilization, this is because online classroom is a course conducted virtually

over the internet, (Inije, Utoware and Kren-Ikidi, 2013). The lecturer delivers the lecture online through a learning management system, with this system, the lecturer communicates with students, and the students can view their course syllabus and academic progress, as well as communicate with fellow students. Online classes are generally self-paced, allowing greater flexibility in completing coursework. Examples of online courses are Massive Open Online courses (MOOCS) offered by various organizations. <https://www.itdl.org/Journal/Oct> . Online classes are combination of video recordings and live lectures, with coursework, assignments and tests. Classes are generally conducted using virtual portal through which students get their reading materials, and students can view their grades and monitor their progress online. This type of online class got a boost during the Coronavirus Pandemic lock down, where schools were closed down for almost a session, because of the spread of COVID-19 disease, <https://www.teachmint.co...>

E-learning is the use of electronic application to facilitate learning; it serves as the instructional electronic media through which business education programme can be delivered, (Nwosu, 2017). This goes on to mean that, business educator should be able to utilize e-learning technologies for classroom delivery, research purposes, class assignment, among others. As the yearning for the use of e-learning in Colleges of Education continue to grow, it becomes pertinent to examine the extent of utilization of e-learning technologies in business education programme in colleges of education in south-south, Nigeria.

Online assignment is an assignment done over the internet with the use of computer, laptop, and sophisticated phones, many assignments can be done online these technologies are available. The lecturer design questions online integrate assignment into the course. Kristen (2020) stated that, with schools building closed due to coronavirus pandemic, many educators are looking for ways to turn their teaching into digital teaching /learning. Igboke (2012) explained that online assignment is helps to save time to enable the lecturer complete the course work, broaden the educators' knowledge and understanding of the course content, because it gives room for research. It helps to build self-confidence, this is because the educator will also always prepare for the lecture and get used to the lesson before teaching. Some possible online assignments are; online discussions, Case studies, online test/quizzes, Practice exercises, Virtual tutorials, Essays (submit online, Online literature searches, Simulation and others.

Business education is an aspect of learning that prepares individuals for the role of business and offers them knowledge about business (Nwazor, 2014). Business education according to Ezenwafor, (2012), is a programme of instructions that consists of two parts, namely office education, a programme of vocation for office careers with skills needed to manage business affairs and using the services of the business world. For business educators to utilize the e-learning technologies to teach the students, the technologies have to be available. The challenges that business educators are facing are, Slow internet connection: This has negatively affected both business education lecturers and students from using e-learning technologies for effective teaching and learning in our colleges of education. According to Nwankwudo, Oguejiofor and Nwankwo cited in Ezeugbor and Nwanchukwu (2011), e-learning provides students and teachers with practical and functional knowledge of computer, internet and other associated areas. Moreover, internet facilities should be made available 24 hours to teachers and students in order to prepare them to meet up with the current information era. Inadequate curriculum: The non-inclusion of e-learning in the business education curricula is increasingly being questioned by parents and the public. Most business education lecturers have no computer education knowledge because it was not enriched in the curriculum at their primary or secondary school level. However, the curriculum designed for training business education at various level of education has not completely implemented e-learning oriented programmes (Jimohkadiri and Bupo, 2011). Low level of computer literacy among business education lecturers: Lack of business education lecturers with the right knowledge of computer usage is one big barrier militating against the effective utilization of e-learning facilities in teaching business education courses. Another issue is the computer literacy skills of both the teacher and the learner (Harper, Hedburg, Bennett and Lockyer, 2010). lecturers need the skill for preparing course materials and learners equally need it for the comprehensive learning process.

Unfortunately, most business education lecturers in Nigerian colleges of education lack the confidence to make effective use of e-learning facilities in and outside the lecture room. Lack of basic e-learning facilities: The cost of purchasing e-learning technologies is high and still on the increase. Most business education departments/schools in South-South, Nigerian colleges of education do not have state of the art facilities or well-equipped laboratories for e-learning training. Most colleges of education in South-South, Nigeria where the e-learning facilities are partially available, the few available one is used for administrative purposes. Ezoem and Akiti (2010) stated that

lack of computer hardware and software are some of the challenges faced in the use of e-learning technologies for teaching. Funding: In Nigeria, the education is completely underfunded. The government investment for e-learning growth is wholly low, as can be observed by the ratio of students per computer (Ezeugbor and Nwachukwu, 2011). The Nigeria economy is poor and helpless to finance the complete utilization of e-learning in our colleges of education as means of teaching. The poor state of the economy has adversely affected the educational growth and development of the country.

E-learning is grossly underutilized in business education programme, (Azih and Nwosu 2012). E-learning technologies provide a platform that facilitates learning anytime and anywhere, it also enables educators and students interact easily. However, the needed e-learning facilities are not made available for utilization by business educators.

Statement of the Problem

The call for utilization of e-learning technologies in business education in becoming increasing by the day for effective instructional delivery. However, in developing countries like Nigeria, e-learning is challenged with the problem of none availability of e-learning technologies, such as computer, computer laboratories, internet and e-mail facilities, virtual learning environment, projector, teleconferencing, fax and wireless applications, digital library, digital classroom multimedia systems and others.

The research problem is that e-learning in colleges of education in south-south, particularly business education programme, is challenged by the new technologies in terms of utilization, most probably because they are not available. It is against this background the present study is carried out to determine the extent of e-learning technologies in business education programme in colleges of education in south-south, Nigeria.

Purpose of the Study

The main purpose of this study is investigate the extent of utilization of e-learning technologies in Business Education Programme in Colleges of Education in South-South, Nigeria. Specifically, the study sought to;

1. Determine the extent of utilization of e-learning technologies for classroom delivery in business education programme in colleges of education in south-south, Nigeria.
2. Investigate the extent of utilization of e-learning technologies for online class assignment in business education programme in colleges of education in south-south, Nigeria.

Hypotheses

The following hypotheses were tested at 0.5 level of significances

1. There is no significant difference in the mean rating of business educators in State and Federal Colleges of Education on the extent of utilization of e-learning technologies for classroom delivery in business education programme.
2. There is no significant difference in the mean rating of business educators in State and Federal colleges of education on the extent of utilization of e-learning technologies for online class assignment in business education programme in colleges of education in south-south, Nigeria.

Methodology

Descriptive survey research design was adopted for the study. The researcher considered this design appropriate for the study since it intended to collect data from practicing business educators regarding the extent of utilization of e-learning technologies in business education programme in colleges of education in south-south, Nigeria. The population for the study consisted of 241 business educators from colleges of education in south-south, Nigeria. No sample was taken for the study because the population size was manageable. The instrument for data collection was a structured questionnaire titled extent of utilization of e-learning technologies in business education programme in colleges of education in south-south, Nigeria (EUELTCESSN). The instrument was validated by three experts, from the department of business education and department of educational foundation

of Ebonyi State University, Abakaliki. to establish the reliability of the instrument, a structured questionnaire (EUNETCESSN) was prepared by the researcher. A pilot test was conducted whereby; copies of the instrument were administered to 25 business educators from Federal College of Education Umunze, who were not part of the population of the study. Data were analyzed using mean and standard deviation to test the instruments. The analysis yielded a co-efficient of 0.82 indicating that the instrument was reliable for the study. The researcher, with the help of three research assistance and the support of the head of department of business education department, copies of the instrument were given to business educators. The total of 241 copies of the questionnaire were distributed to respondents, 241 questionnaires, were retrieved and were analyzed using mean and standard deviation and were interpreted using the real limit of numbers on a variable ranged scale, thus; four point rating scale of; 4 Highly Utilized, 3 Utilized, 2 Fairly Utilized 1 Not Utilized was used to analyze the result. T-test statistics was used to test the null hypotheses at 0.05 level of significance.

Research Question 1

What is the extent of utilization of e-learning technologies in online classroom delivery in business education programme in colleges of education in south-south, Nigeria?

Table 1: Mean responses of the respondents on the extent of utilization of e-learning technologies in classroom delivery in Business Education programme in colleges of education

S/N	ITEMS STATEMENT	N	X	SD	Decision
1	Digital cameras	241	2.26	0.71	Utilized
2	Electronic communication tools, including e-mail discussion board	241	2.01	0.14	Utilized
3	Chart facilities and video conferencing	241	1.93	0.24	Fairly Utilized
4	Virtual learning environment	241	1.93	0.24	Fairly Utilized
5	Scanners	241	1.93	0.24	Fairly Utilized
6	Media play	241	1.99	0.06	Fairly Utilized
7	Electronic board	241	1.95	0.78	Fairly Utilized
Grand Mean(x)			1.85	0.31	Fairly Utilized

The result presented in Table 2 above showed the mean ratings of respondents on the extent of utilization of e-learning technologies in online classroom delivery in business education programme in colleges of education in South-South. Items 1 and 2 with mean score of 2.26, and 2.01 indicated utilized while mean scores of 1.93, 1.93, 1.93, 1.99, 1.95 and standard deviation of 0.24, 0.24, 0.24, 0.06 and 0.78 for 3-7 respectively showed that; chart facilities and video conferencing, Virtual learning environment, scanners, media player and electronic board are not adequately utilized while items 1 and 2 indicated that digital cameras and electronic communication tools, including e-mail and discussion board are utilized. This is because from the table, all the items that, obtained a mean value of 1.85 that is, below 2.50 which is the cut – off point are adequately utilized. This implies that e-learning technologies for online classroom delivery in business education programme are not adequately utilized.

Research Question 2

What is the extent of utilization of e-learning technologies for research purpose in business education programme in colleges of education south-south, Nigeria?

Table 2: Mean responses of the respondents on the extent of utilization of e-learning technologies for research purpose in Business Education programme in colleges of education

S/N	ITEMS STATEMENT	N	X	SD	Decision
8	Projector	241	3.91	0.33	Utilized
9	Personal laptops for lecturers	241	3.91	0.33	Utilized
10	Extended microphones	241	2.01	0.14	Fair Utilized
11	Educational websites	241	2.00	0.12	Fairly utilized
12	Operational system	241	2.00	0.06	Fairly Utilized

13	Course management tool	241	3.06	0.24	Utilized
14	PowerPoint	241	3.00	0.91	Utilized
15	E-journals and e-books	241	3.00	0.91	Utilized
Grand Mean(x)			2.86	0.38	Utilized

The result presented in Table 3 showed the mean ratings of the respondents on the extent of utilization of e-learning technologies for research purpose in business education programme in colleges of education in south-south, Nigeria. The items 8,9,13,14, and 15 with mean scores of, 3.91,3.91,3.06,3.00,3.00 and standard deviation of, 0.33,0.33,0.24,0.91, and 0.91 respectively, showed that projector, extended microphones, Course management tool, PowerPoint and e-journals and e-books were utilized while items 10, 11, and 12 with a mean score of 2.01, 2.00 and 2.00 revealed that Bluetooth speaker, USB Data hub and operational system are fairly utilized.

Research Hypotheses 1:

H0₁: There is no significant difference in the mean ratings of business educators in States and Federal Colleges of Education on the extent of utilization of e-learning technologies for online classroom delivery in business education program. Summary of results were shown on Table 5.

Table 5: t-test of difference in the mean responses of business educators in States and Federal Colleges of Education on the extent of utilization of e-learning technologies for classroom delivery in Business Education program

Items	Category of respondents	N	Mean	SD	t-cal	Alpha	t-cv	Decision
1	Federal	140	2.56	0.49	8.56	0.05	1.96	Not Uphold H0
	State	101	1.86	0.77				
2	Federal	140	2.00	0.00	1.58	0.05	1.96	Uphold H0
	State	101	2.02	0.22				
3	Federal	140	1.89	0.31	3.03	0.05	1.96	Not Uphold H0
	State	101	1.99	0.99				
4	Federal	140	1.89	0.31	3.03	0.05	1.96	Not Uphold H0
	State	101	1.99	0.99				
5	Federal	140	1.89	0.31	3.03	0.05	1.96	Not Uphold H0
	State	101	1.99	0.99				
6	Federal	140	2.00	0.00	1.17	0.05	1.96	Uphold H0
	State	101	1.99	0.99				
7	Federal	140	2.04	0.87	2.08	0.05	1.96	Not Uphold H0
	State	101	1.83	0.61				
Average					3.21		1.96	Not Uphold H0

Summary of result presented in Table 5 indicated that, there is significant difference in the mean ratings of business educators in States and Federal Colleges of Education, on the extent of utilization of e-learning technologies for online classroom delivery in business education program in South-South, Nigeria. This is because the t-calculated value is greater than the t-critical value that is, 3.21 as against 1.96. Therefore, the null hypothesis of no significant difference was not upheld.

Research Hypotheses 2:

H0₃: There is no significant difference in the mean ratings of business educators in States and Federal Colleges of Education on the extent of utilization of e-learning technologies for online classroom assignment in business education program. Summary of results were shown in Table 7.

Table 7: t-test of difference in the mean ratings of business educators in States and Federal Colleges of Education on the extent of utilization of e-learning technologies for classroom assignment in Business Education program

Items	Category of respondents	N	Mean	SD	t-cal	Alpha	t-cv	Decision
16	Federal	140	2.00	0.00	1.17	0.05	1.96	Uphold H0
	State	101	1.99	0.09				
17	Federal	140	2.00	0.00	0.52	0.05	1.96	Uphold H0
	State	101	2.00	0.22				
18	Federal	140	3.00	0.00	0.00	0.05	1.96	Uphold H0
	State	101	3.00	0.14				
19	Federal	140	3.00	0.00	0.00	0.05	1.96	Uphold H0
	State	101	3.00	0.14				
20	Federal	140	3.00	0.00	0.00	0.05	1.96	Uphold H0
	State	101	2.99	0.22				
21	Federal	140	2.00	0.00	0.00	0.05	1.96	Uphold H0
	State	101	2.00	0.14				
22	Federal	140	2.00	0.00	1.67	0.05		Uphold H0
	State	101	1.98	0.14				
23	Federal	140	2.00	0.00	1.17	0.05		Uphold H0
	State	101	1.99	0.09				
Average					0.56		1.96	Uphold H0

Summary of result presented in Table 9 indicates that there is no significant difference in the mean ratings of business educators in States and Federal Colleges of Education on the extent of utilization of e-learning technologies for online classroom assignment in business education program. This is because the t-calculated value is lower than the t-critical value, that is 0.56 as against 1.96. Therefore, the null hypothesis of no significant difference was upheld.

Conclusion

Based on the findings from the study, it was concluded that, most e-learning technologies for effective teaching in business education programme by business educators are not available. The few e-learning technologies that are available, there is no good internet connective for lecturers to utilize them. It was also concluded that, because of the poor internet connective and lack of data, the lecturers find it difficult to engage the student in online classroom delivery and online assignment. It was also concluded the importance of e-learning technologies cannot be over emphasized. Therefore, for business educators to be effective in the utilization of e-learning technologies in business education programme in colleges of education in South-South, Nigeria, the National Commission for Colleges of Education (NCCE), should make all e-learning technologies available in business education programme in colleges of education in South-South, Nigeria.

Recommendations

Based on findings and conclusion from this study, discussions and conclusions drawn there from, the researcher made the following recommendations, which could be beneficial to the National Commission for Colleges of Education, (NCCE) business educators.

1. That Nigerian Government through, National Commission for Colleges of Education (NCCE) should make e-learning technologies available, for effective utilization in business education programme in South-South, Nigeria.
2. Government should equip colleges of education with e-learning technologies put the necessary internet connective in place for effective utilization for online classroom delivery, this will help business educators programme to be conversant with e-learning technologies and be more skillful in the utilization of e-learning for online assignment.
3. Computer laboratories, e-library, e-books should be made available for utilization for business education lecturers for research purposes. Attention should be given to the building and equipping the business

education environment with e-learning technologies so that business education lecturers can utilize them for effective research in business education programme.

4. The federal and state governments in collaboration with National Commission for Colleges of Education (NCCE), should organize seminars and workshop to update the knowledge of business education lecturers on the utilization of e-learning technologies, as instructional tools in business education programme. More so, college management should encourage lecturers to give students online classroom assignment using e-learning technologies at all times. This will improve lecturer's skills and efficiency in utilization of the available technologies for effective learning, in business education programme in colleges of education in South-South, Nigeria.

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