EXTENT OF UTILIZATION OF E-LEARNING RESOURCES IN BUSINESS EDUCATION PROGRAMME IN SOUTH-EAST NIGERIAN UNIVERSITIES

Okeke, A. U. (Ph.D.)
Department of Technology and Vocational Education, Nnamdi Azikiwe University Awka, Anambra State
auokeke@gmail.com

Ihenacho, U. O.
Department of Business Education, School of Vocational and Technical Education. Alvan Ikoku Federal College of Education Owerri, Imo State
ihenachouchechukwu2017@yahoo.com

Abstract
The need to produce competentgraduates for effective performance in the global workplace necessitated this study to determine the extent of utilization ofe-learning resources in business education programme in southeast Nigerian universities. Two research questions and two hypotheses guided the study. The study adopted a descriptive survey design. The population of the study was 50 business education lecturers from the universities offering business education programme in South-East Nigeria. This population formed the sample. The instrument for data collection was a 17-item validated questionnaire developed by the researchers. The reliability of the instrument was established using Cronbach Alpha with reliability coefficients of 0.86 and 0.79 for Clusters A and B respectively. Data collected were analyzed using mean and standard deviation to answer the research questions while t-test statistic was used to test the null hypotheses at 0.05 level of significance. The results revealed that e-learning resources for instructional delivery and evaluation process in business education programme in South-East Nigerian universities were utilized to a very low extent very lowly. Also, ownership of institutions did not significantly affect the opinion of business educators regarding the extent theyutilize e-learning resources for instructional delivery and evaluation process in business education programme in South-East, Nigerian universities. It was recommended among others that the university administrators in collaboration with the government should provide adequate e-learning facilities for lecturers inorder to facilitate their teaching and evaluation process.

Keywords: E-learning, E-learning resources, Business Education

Introduction

Technological advancement in all spheres of life has brought about innovations in the educational system such as the upsurge of electronic learning (e-learning). Genoni (2006) defined e-learning as technology-enhanced learning and/or technology-delivered learning that blends learning combining both online and face-to-face approaches to learning. Eziugwu (2007) viewed e-learning as the technologies

NAU Journal of Technology & Vocational Education Vol.2 No.1 2017. All Rights Reserved.
Website: http://www.naujtved.com.ng

involved in information processing and electronic communications, such as computers, internet, e-mail, computer software, satellite, mobile communication gadgets, and other allied electronic devices for dissemination of knowledge and information in teaching and learning. Adesoji (2012) posited that e-learning comprises computer and ICT materials and utilizations, which aid information collection and dissemination. These definitions imply that e-learning does not only involve the use of electronic device for teaching, but also the presence of the instructor in the learning.

In recognition of the benefits of e-learning, the Federal Ministry of Education (FME, 2013) articulated the e-learning initiative for the purpose of enhancing access to quality education for all learners to improve education delivery system and ensure globally competitive education system. The introduction of e-learning resources to the education system was aimed at improving educational delivery and preparing students for the information age. According to Aduwa-Egiegbeen and lyanmu (2005), e-learning resources provide productive teaching and learning which increase people's creative and intellectual resources. The resources enable teachers and students to develop capability for high quality learning and innovative abilities. Electronic learning resources encourage users to peruse through information by using internet technology. Obi (2005) asserted that they greatly assist in interaction and facilitation of learning. Electronic learning resources include web-based teaching materials, CD-ROMs, learning software, discussion boards, e-mail, computer-aided assessment, simulation, online conferencing among others. E-learning resources also involve the use of network technologies to create, foster, deliver and facilitate learning. Ugwuoke (2011) opined that it encompasses face-to-face, distance, mixed and blended delivery models that utilize electronic means. Araisian in Asogwa (2011) posits that e-learning resources enable teachers to evaluate students' performance in an unbiased manner and easily to speed up the process. Teachers use a variety of means, formal and informal, to determine how much and how well their students are learning. For formal evaluation, teachers use quizzes, tests, examinations, term papers, lab reports, and home work. These evaluation techniques help the instructor to evaluate students' achievement and assign grades via e-leaming resources. Unlike text or print based educational technologies; e-learning also recognizes that there are many different learning pathways and many different articulations of knowledge which could be enhanced through research activities.

Consequently, business education needs to prepare an individual for career in business and has to be properly positioned in the global village through utilization of e-learning resources.This could help to produce competent graduates that would compete favourably globally in the world of work. Thus business education is viewed as a programme with the work-focused, skill-based, result-oriented and technology-based (Ugwuoke, 2011). According to Osuala (2009), business education is a programme of instruction which consist of two parts: (a) Office education: a vocational education programme for office careers through initial, refresher and

NAU Journal of Technology & Vocational Education Vol.2 No.1 2017. All Rights Reserved.
Website: http://www.naujtved.com.ng

upgrading education leading to employability and advancement in office occupation, and (b) General business education: a programme to provide students with information and competencies which are needed by all in managing personal and business affairs and in using the services of the business world.

However, the need to utilize e-learning resources in business education programmes has been advocated by Nwagbo and Ugwuanyi (2012). They stated that in the era of technological development, e-learning resources are expected to be fully and properly utilized in business education programme. Thus, e-learning is vital in business education as the resources such as software packages enable the educators to carry out huge analyses that may be tedious manually. More so, e-learning resources could help in the area of business education research and evaluation of the programme. Consequently, utilization of e-learning in business education programme becomes imperative as the traditional teaching and learning method, instructional delivery, and evaluation process are slowly moving to electronic process and activities (Eziugwu, 2007) irrespective of institution type (federal and state universities. Thus, the extent they use e-learning resources in the area of instructional delivery and evaluation process.

Problem of the Study

The need to utilize e-learning resources in business education programme had advocated by researchers. E-learning has been described as the technologies involved in information process and electronic communication such as computer internet and other allied electronic devices for dissemination of knowledge and information in teaching and learning. Unfortunately, e-learning in Nigeria University had remained a mirage due to it slow pace of utilization (Ilechukwu, 2013). Ngurukem (2005) noted that low utilization of e-learning resources among business educators was as a result of non-availability of e-learning resources as their students prove naïve of e-learning practice in their training. This unsatisfactory manner of practice in the delivery of business education programme could be stressedto the non-utilization of e-learning resources for instructional delivery and evaluation process. Research shows scanty report with non-utilization of e-learning resources in teaching and learning of business education programme which may find incompetent graduates in the current era. Thus, the problem of the study is that students do not perform in the world of work and the extent e-learning resources are utilized in the area of instructional delivery and evaluation process is unclear.

Purpose of the Study

The main purpose of the study was to ascertain the extent of utilization of e-learning resources in business education programme in south-east Nigerian universities. Specifically, the study determined the extent of utilization of e-learning resources:

1. For instructional delivery in business education programme in southeast Nigerian universities.

NAU Journal of Technology & Vocational Education Vol.2 No.1 2017. All Rights Reserved.
Website: http://www.naujtved.com.ng

2. In evaluation process in business education programme in southeast Nigerian universities.

Research Questions

The following research questions guided the study:

1. To what extent are e-learning resources utilized for instructional delivery in business education programme in South East Nigerian Universities?
2. What is the extent of utilization of e-learning resources in evaluation process in business education programme in South East Nigerian Universities'?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the mean ratings of respondents from state and federal universities on the extent of utilization of e-learning resources for instructional delivery in business education programme.
2. There is no significant difference between the mean ratings of respondents from state and federal universities on the extent of utilization of e-learning resources for evaluationprocess in business education programme.

Method

This study adopted a descriptive survey design. The population of the study comprised 50 business education lecturers in the eight universities offering business education programme in South-East Nigeria. This population formed the sample. The instrument for data collection was a 17-item questionnaire titled; "Utilization of e-learning Resources in Business Education Programme Questionnaire (UEREPQ)" developed by the researchers. The questionnaire was subjected to validation by experts. The reliability of the instrument was established using Cronbach Alpha with reliability coefficients of 0.86 and 0.79 for clusters A and B respectively. Data collected were analyzed using mean and standard deviation to answer the research questions while t-test statistic was used to test the null hypotheses at 0.05 level of significance.

Results

Table 1

Respondents' mean ratings on the extent of utilization of e-learning resources for instructional delivery in business education programme

S/N	e-learning resurces for institutional delivery		SD	Remarks
1.	Use Power-Point in Classroom Instructions	2.75	0.44	Lowly Utilized
2.	Use e-mail as point of contact with students	1.75	0.43	Very Lowly Utilized
3.	Create and use on-line syllabus with hyperlink	2.75	0.44	Lowly Utilized

NAU Journal of Technology & Vocational Education Vol.2 No.1 2017. All Rights Reserved.
Website: http://www.naujtved.com.ng

Table 1 (Contd.)
Respondents' mean ratings on the extent of utilization of e-learning resources for instructional delivery in business education programme

S/N	e-learning resurces for institutional delivery		SD	Remarks
4.	Use the computer tutor in teaching computer key boarding	2.75	0.44	Lowly Utilized
5.	Use web 2.0 to record lessons live and upload them on the website page	2.75	0.44	Lowly Utilized
6.	Use CD-ROM to present subject content	2.87	0.42	Lowly Utilized
7.	Use computer to score and assess students via online software	2.75	0.44	Lowly Utilized
8.	Use social networking tools to discuss ideas with students	2.87	0.42	Lowly Utilized
9.	Use interactive white boards/Smart board	1.75	0.43	Very Lowly Utilized
10.	Use online real-time teacher instruction and feedback via chart rooms	2.00	0.00	Very Lowly Utilized
	Cluster Mean	**2.05**		**Very Lowly Utilized**

Data in Table 1 show that all the items listed had mean ratings ranging between 1.75 and 2.75 with a cluster mean of 2.05. This means that e-learning resources were very lowly utilized for instructional delivery in business education programme of universities in South East Nigeria. The standard deviations for all the items were within the same range showing homogeneity in respondents' mean ratings.

Table 2
Respondents' mean ratings on the extent of utilization of e-learning resources in evaluation process in business education programme

S/N	Items		SD	Remarks
1.	Use e-learning resources for continual programme improvement	2.00	0.00	Very Lowly Utilized
2.	Use application software to determines how much and how well students are learning	2.10	0.30	Very Lowly Utilized
3.	Use computer to formally evaluate students learning	2.00	0.45	Very Lowly Utilized
4.	Use computer excel to evaluate student achievement and assign grade	1.90	0.30	Very Lowly Utilized
5.	Use e-learning resources for face-to-face feedback during class	1.80	0.36	Very Lowly Utilized
6.	Use ICT to facilitate students learning process	3.00	0.35	Lowly Utilized
7.	Use application software to improve continues assessment	2.40	0.40	Lowly Utilized
	Cluster Mean	**2.30**		**Very Lowly Utilized**

NAU Journal of Technology & Vocational Education Vol.2 No.1 2017. All Rights Reserved.
Website: http://www.naujtved.com.ng

Data in Table 2 show that all the items listed had mean ratings ranging between 1.80 and 2.40 with a cluster mean of 2.30. This means that e-learning resources were very lowly utilized for evaluation in business education programme of universities in South East Nigeria.

Table 3
Summary of t-test analysis on extent of utilization of e-learning resources for instructional delivery in business education programme in state and federal universities

University	N		SD	df	t_{cal}	t_{crit}		Decision
Federal	23	2.34	0.56	42	0.27	2.02	0.05	NS
State	27	2.38	0.57					

Table 4 shows that the calculated t-value of 0.27 is less than the critical t-value of 2.02. This means that respondents from state and federal universities do not differ significantly in their mean ratings on the extent of utilization of e-learning resources for instructional delivery in business education programme. Therefore, the null hypothesis of no significant difference between the two groups was not rejected

Table 4
Summary of t-test analysis on extent of utilization of e-learning resources for evaluation in business education programme in state and federal universities

University	N		SD	df	t_{cal}	t_{crit}		Decision
Federal	23	2.93	0.12	42	2.01	2.02	0.05	NS
State	27	2.96	0.13					

Table 4 shows that the calculated t-value of 2.01 is less than the critical t-value of 2.02. This means that business educators in state and federal universities do not differ significantly in their mean ratings on the extent of utilization of e-learning resources for evaluation in business education programme. Therefore the null hypothesis of no significant difference between the two groups was not rejected.

Discussion

Findings of the study show that e-learning resources were very lowly utilized for instructional delivery in business education programme of universities in South East Nigeria. The finding is in line with Ukor, Agwuazie and Ayemhenre (2004) and Inije, Utoware and Kren-Ikidi (2013) who reported that e-learning technologies are not utilized for instructions. However, the finding contrasted those of cleverly and Stepherd in Allen (2003) who agreed that information and communication technologies are being used in the developed and developing world for instructional functions and that computers and network perform a lot of function in teaching. It was also found that respondents did not differ significantly in their mean ratings on the extent of utilization of e-learning resources for instructional delivery in business

NAU Journal of Technology & Vocational Education Vol.2 No.1 2017. All Rights Reserved.
Website: http://www.naujtved.com.ng

education programme in state and federal universities. This means that institution type did not affect the extent of utilization of e-learning resources for instructional delivery in business education programme. This finding is in agreement with Nwosa (2013) who noted that that institution type has no effect on the extent to which business educators utilize internet facilities for teaching business education courses in various institutions.

Furthermore, the findings showed that e-learning resources were very lowly utilized for evaluation in business education programme of universities in South East Nigeria. This finding is in line with Beyer (2007) who observed that e-learning resources are not adequately utilized by evaluators at all levels of education. Respondents did not differ significantly in their mean ratings on the extent of utilization of e-learning resources for evaluation process in business education programme in State and Federal Universities. This means that institution type did not affect the extent of utilization of e-learning resources for evaluation process in business education programme. Business educators in the state and federal equally do not utilized e-learning resources for evaluation process inthe programme.

Conclusion

Based on the findings of this study, it was concluded that e-learning resources for instructional delivery and evaluation process in business education programme in South-East, Nigerian Universities were very lowly utilized. It was also discovered that ownership of institutions did not significantly affects the opinion of business educators regarding their ratings on utilization of e-learning resources such as instructional delivery and evaluation process in business education programme in South-East, Nigerian Universities.

Recommendations

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

1. University administrators in collaboration with the government should provide adequate e-learning facilities for lecturers in order to facilitate their teaching evaluation.
2. That e-learning resource should be fully integrated into the programme of teaching and learning in Business Education Programme by the curriculum planners and its utilization made compulsory for lecturers irrespective of the courses assigned to them.
3. The Association of Business Educators of Nigeria (ABEN) should regularly organize seminars and workshops on the utilization of e-learning resources in instructional delivery and evaluation process in business programme.

NAU Journal of Technology & Vocational Education Vol.2 No.1 2017. All Rights Reserved.
Website: http://www.naujtved.com.ng

REFERENCES

Adesoji, F. (2012). Undergraduate students' perception of the effectiveness on ICT use in improving teaching and learning in Ekiti State University, Ado-Ekiti, Nigeria. *Intentional Journal of Library and information Science,* 4(7), 121 — 130.

Aduwa-Ogiegbaen, S & lyanrnu, E. (2005). Using ICT in secondary schools in Nigeria: Problems and prospects. *Journal of Educational Technology and Society*, 5(1), 104-1 12.

Allen, I. E. (2003). Entering the Main Stream, The quality and extent of online education in the United States, Needsham, M.A Sloan Centre for online education.

Al-Ansari, H. (2006). The internet use by faculty members of Kuiat University. *Electronic Library, 21(5),* 487-495.

Asogwa, C.I (201 1). The challenges of optimizing E-learning opportunities for effective education service delivery in university of Nigeria Nsukka. In Nkad, O, and Eze, U. (Eds). Optimizing E-learning Opportunities for Effective Education Services Delivery; Publication of Institution of Education University of Nigeria, Nuskka

Beyer, B.K. (2007). *Practice strategies for the teaching of thinking*. Boston: Allyn & Bacon.

Eziugwu, G.C. (2007). *Utilizing information, communication technology for quality instruction in colleges of education in ICT in the service of education;* Enugu: Timex Publishers.

Federal Republic of Nigeria (2013). *National policy on education* (5th Ed), Lagos: NERDC.

Gee, J.P. (2003). *What video game have to teach us about learning and literacy.* New York: Palgrave Macmillan.

Genoni, P., Merrick, H. W. & Michele, A. (2006). The scholarly communities, e— research Literacy and Academic Librarian. *Electronic Library, 24(6),* 737-746.

Inije, G., Utoware, J. & Kren-Mdi, P (2013) Utilization of e-learning technologies in business education instructional delivery in colleges of education in Delta state of Nigeria. *International Journal of Education and Research,* 1(10), 1-14.

NAU Journal of Technology & Vocational Education Vol.2 No.1 2017. All Rights Reserved.
Website: http://www.naujtved.com.ng

Lee, Y. L & Nguyen, H (2005). So are you online yet? Distance and online education today, managing modern organizations with Information Technology, 1035-1036.

Ngurukwem, E. C. (2005). Task Ahead if integration of Information and communication Technology in Business Teacher Education. *Business Education Book of Readings, 1(5),* 96 - 108.

Nwagbo, C & Ugwuanyi, C (2011). Assessment of the level of lecturers' information and communication technology (ICT) competence for the adoption of e-learning in Nigerian Universities. *Intentional Journal of Educational Research, 11*(1)39-47.

Nwaosa, I.P. (2013). Extent of utilization of available e-learning technologies by business educators in tertiary institution in Edo and Delta states of Nigeria. *An unpublished M.Sc thesis,* submitted to the Department of Vocational Education, Faculty of Education Nnamdi Azikiwe University Awka, Anambra State.

Obi, C. A. (2005). *Methodology in business education;* Enugu: Oktex (Publishers) Nig. Ltd

Osuala, E (2009). *Business and computer education (1st Ed),* Enugu, Cheston Agency Limited

Ugwuoke, E (2011). Competency needs of business education teachers for effective e-learning instructional delivery in universities in South east Nigeria. In Onyegebu, N and Eze, U (eds.) Optimizing e-learning opportunities for effective education service delivery; Publication of Institute of Education, University of Nigeria Nsukka.

Ukor, L., Agwazie, B & Ayemhenre, S (2014). Utilization of e-learning tools by business educators in colleges of education in Delta State, Nigeria. *Nigerian Journal of Business Education, 1(3),* 149-158.

NAU Journal of Technology & Vocational Education Vol.2 No.1 2017. All Rights Reserved.
Website: http://www.naujtved.com.ng