

**RE-BRANDING BUSINESS EDUCATION THROUGH EFFECTIVE  
IMPLEMENTATION OF E-LEARNING PROGRAMMES IN ENUGU STATE  
BASED UNIVERSITIES**

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***Abstract***

*The objective of the study was to determine the measures for re-branding business education through effective implementation of e-learning programmes in universities in Enugu State. Two research questions and two null hypotheses guided the study. The population was made up of 24 business educators in the universities in Enugu state. No sampling was carried out due to the manageable size of the population. The instrument used for data collection was a questionnaire developed by the researcher after an extensive literature review. The questionnaire was structured in two sections according to the research questions. The items were structured in four point response category. Mean and standard deviation was used to answer the research questions and the t-test statistics was used to test the two null hypotheses. The findings of the study showed that curriculum measures and instructional measures identified were relevant in rebranding business education through effective implementation of e-learning programmes in universities in Enugu state. Based on the findings, recommendations were made among others that curriculum development should consider the use of e-learning facilities in teaching, ICT facilities should be made available for implementing the curriculum content and business educators should ensure that their instruction is ICT driven.*

***Keywords: Re-branding, business education, e-learning programme.***

**Introduction**

Achieving sustainable economic empowerment depends on the capacity of people to participate as a result of their training and education. According to Onoh (2006), education trains the minds, moderates character and sharpens the ability to persons who are eager to attain self- actualization and education independence. Education also polishes, its benefactors to become useful citizens in their communities. It exists in various forms and types such as technical education, humanities, science education, arts and business education.

Business education is a programme of instruction which consist of two parts, office education which is a vocation or programme for career and general business education- which is a programme that provides information and competencies needed for managing business (Osuala, 2004). According to Ubolom (2006), business education is concerned with the acquisition of pedagogical and professional competencies in industry and education necessary for personal use, for entry into the business world as an employer or employee or self-employed

and for effective participation in the educational industry as a professional business teacher. It provides knowledge, skills and understanding needed for performance in the business world as a consumer or producer.

Business education programme assist in the development of occupational competencies, attitudes, and skills, in the clerical, stenographic, bookkeeping and accounting data processing, marketing, office administration, business ownership and management field. Again, it is expected that knowledge and competence acquired in business education can help the recipient to get an office job or competence needed for managing personal business as an entrepreneur. As an aspect of vocational education, business education has a broad effect which motivates learners to be exploratory, realize their capacity and develop their potentials for success in the work place.

Teaching and learning of business education programme demands effective instructional materials, in other to develop business skills among the students. Presently business education is adopting information and communication technology with other innovative teaching media aimed at impacting knowledge and skills to the recipients. The modern technologies particularly internet has made education be no longer limited in the boundaries of classroom in the teaching learning process.

Teaching-learning process in business education is complex in nature and can take variety of forms even the utilization of e-learning which is a part of ICT. Electronic learning has been advanced as a mode of distance learning, the most known characteristics of electronic learning is the use of electronic machines and media to facilitate learning. According to, per ratio, Greed and Robinson (2002), electronic learning is also known for control of real world tools and devices, online mater classes or collaboration with other education providers.

E-learning provides personalized learning supported through information, advice and guidance services. E-learning is a vital tool for repositioning education programme as the type of training available in today's world is digital oriented. It has the capability to equip the learner with increased retention rate and better utilization of content resulting in better achievement of knowledge, skills and attitude. IT can offer business education students the flexibility to select from a large menu of media options to accommodate their divers learning styles (Okoli 2010). Curriculum developers and business education can use e-learning in rebranding the instructional package of business education and programme in order to produce the needed manpower for post oil boomed economy. Rebranding of business education programme through effective implementation of e-learning programme is simply refers to creation of new strategies aimed at achieving business education goals through e-leaning. In order to a achieve this, the instructional package and curriculum of business education needs to be delivered and developed online with e-learning.

### **Statement of the Problem**

E-learning may be used to by curriculum implementers to offer learners control over content learning sequence, pace of learning, time, and often media allowing them to tailor their experiences to meet personal learning objective. The potentiality of e-learning in teaching and learning has no bond as it is learning programme used in the 21<sup>st</sup> century to reach out to the wider society. It is important to utilize this learning package to brain competent and computer

literacy business educators' generation that would meet up with the societal demand. Regrettably, it has not been partly or wholly in universities in Enugu state. It may be absence of curriculum and instructional measures for rebranding business education through effective implementation of e-learning. The problem of this study was measures for re-branding business education through e-learning.

The researcher is of the view that e-learning is key to repositioning instructional programme in higher institution especially business education. The problem of the study is measures for rebranding business education through e-learning education for sustainable manpower training.

### **Purpose of the Study**

The main objective of the study was to investigate the measures of rebranding business education through effective implementation of e-learning programme in universities in Enugu state. Specifically the study determined the:

1. Curriculum development measures for rebranding business education through effective implementation of e-learning programme in universities in Enugu state.
2. Instructional measures for rebranding business education through effective implementation of e-learning among universities in Enugu state.

### **Research Questions:**

**The following research questions guided the study:**

1. What are the curriculum development measures for rebranding business education through effective e-learning in Enugu state?
2. What are the instructional measures for rebranding business education through effective implementation of e-learning programme in universities in Enugu state?

### **Hypotheses**

The following null hypotheses were tested at .05 level of significance.

- H0<sub>1</sub>:** There is no significant difference between the mean rating of male and female business educators on curriculum development measures for re-branding business education through effective implementation of e-learning programme among universities in Enugu state.
- H0<sub>2</sub>:** There is no significant difference between the mean rating of male and female business educators on the instructional measures for rebranding business education through effective implementation of e-learning programme among Enugu state universities in Enugu state.

### **Method**

The study adopted a descriptive survey research design. The area of the study was Enugu state. The population for the study was 24 business education lecturers working in the 3 universities in Enugu state offering business education. No sampling was carried out due to the manageable size of the population. The instrument used for analysis was a questionnaire developed by the research from review of related literature.

The instrument was validated by three experts and the internal consistence of the instrument yield 0.79 using Cronbach Alpha reliability coefficient. The instrument was administered to the respondent by the researchers and two trained research assistance. Out of 24 copies of the questionnaire distributed 24 were properly filled, collected, and used for the study representing 100% return rate. The data collected were analyzed using mean and standard deviation and t-test statistics was used to test the two null hypotheses. The decision rule was based under the principles of upper and lower limit of the mean. While in t-test, if the t-calculated value is less or equal to the table value the null hypotheses would be rejected and if otherwise the null hypotheses would be upheld.

## Results

The result of data collected and analyzed were presented in tables according to the research question and hypotheses that guided the study.

### Research Question 1

What are the curriculum development measures for re-branding business education programme through effective implementation of E-learning programme in universities in Enugu state?

**Table 1:**

**Mean and standard deviation of male and female business educators on the curriculum development measures for re-branding business education programme through effective implementation of e-learning programme in universities in Enugu.**

S/N	Curriculum development measures	Male $\frac{7}{X}$	SD	Female $\frac{17}{X}$	SD	Overall $\frac{24}{X}$	SD	Decision
1	Curriculum review should consider ICT facilities available in universities	2.37	0.99	3.05	0.96	2.81	0.98	Agree
2.	Curriculum contents should be new technologies	6.63	0.56	3.28	0.86	3.46	0.71	Agree
3	Business educators should be retrained for e-learning curriculum contents implementation	3.42	0.73	3.08	1.08	3.25	0.91	Agree
4	Curriculum should stipulate the facilities requirements for e-learning	3.21	0.80	3.31	0.73	3.26	0.77	Agree
5.	Curriculum review should be guided by current trends in the labor market	3.40	0.70	3.23	0.96	3.32	0.83	Agree
6	Integrating ICT into business education course content proper	3.35	0.59	3.57	0.75	3.46	0.67	Agree
7	Curriculum contents should be learner centered	3.36	0.69	3.27	0.86	3.32	0.78	Agree
8	Proper regulation on implementation of e-learning in programmes	3.22	0.80	3.12	0.80	3.17	0.80	Agree
	Grand Mean & S.D	3.27	0.73	3.24	0.88	3.26	0.81	Agree

The result of data analysis presented in table 1 shows that the overall mean rating of the 8 items ranges from 2.81 to 3.46. This implies that, the respondents agree on the itemized as the curriculum development measures for re-braiding education programmes through effective

implementation of e-learning programmes in universities in Enugu state. The Overall grand mean of 3.26 and standard deviation of 0.81 further proves that the respondent accepted the itemized. The low grand standard deviation of 0.81 showed that the respondents have census opinion.

### **Hypothesis 1:**

There is no significant difference between the mean ratings of male and female business on the curriculum development measures for re-branding business education programme in universities in Enugu state.

**Table 2:**

**t-test analysis on the mean ratings of male and female business educators on curriculum development measures for re-branding business education programme in universities in Enugu state.**

Variables	X	SD	N	Df	P	t-cal.	t-tab	Decision
Male	3.27	0.73	7	21	0.05	0.074	1.946	Not significant
Female	3.24	0.88	17					

The result of data analysis presented in table 2 shows that, the calculated t-value at 0.05 level of significant and 21 degree of freedom for the 8 items if 0.0743. Since the t-calculated is less than the critical t-value, the hypothesis was not significant for these items. This implies that no significant difference exists between the mean ratings of male and female business educators on the curriculum development measures in universities in Enugu state.

### **Research Question 2:**

What are the instructional measures for re-branding business education through effective implementation of e-learning programme in universities in Enugu state?

**Table 3:**

**Mean ratings and standard deviation of male and female business educators on the instructional measures for re-branding business education through effective implementation of e-learning programme among universities in Enugu state.**

	Instructional measures	Male 7		Female 17		Overall 24		Decision
9.	Utilizing e-learning facilities in teaching business education courses	3.33	0.74	3.28	0.65	3.31	0.70	Agree
10	Making instructional procedure to utilize internet facilities	3.18	1.08	2.12	0.88	3.15	0.98	Agree
11	Practicing on-line classroom discussion in teaching and other classroom activities	3.23	0.81	3.28	0.72	2.26	0.77	Agree
12	Communication within universities should be done on-line facilities	3.40	0.70	3.02	0.84	3.21	0.77	Agree
13	Supervising the extent of utilizing e-learning by lecturers in teaching	3.33	0.79	3.24	0.80	3.29	0.79	Agree
14	Student should be encouraged to do their academic work through e-learning facilities	3.00	0.86	3.18	0.77	3.09	0.82	Agree
15	ICT competencies should be compulsory to all the students	3.09	0.92	3.09	0.65	3.09	0.79	Agree
16	Computer aided instructional approach should be used for instructional delivery	2.60	1.05	3.22	0.94	2.91	1.00	Agree
	Grand mean and SD	3.15	0.86	3.17	0.78	3.16	0.88	Agree

The result of data analysis presented in table 3 shows that the 8 items have mean rating ranging from 2.91 to 3.31 indicating agree. This means that the respondents agree that the itemized are the instructional measures for re-branding business education through effective implementation of e-learning programme in universities in Enugu state. The grand mean of 3.16 and standard deviation of 0.83 shows agree. The low standard deviation of 0.83 for all the items indicate that the respondents have homogeneous responses.

### **Hypotheses 2:**

There is no significant difference between the mean rating of male and female business educators on the instructional measures for re-branding business education through effective implementation of e-learning programmes in universities in Enugu state.

**Table 4:**

**t-test result analysis of the mean ratings of male and female business educators on the instructional measures for re-branding business education through effective implementation of e-learning programme in universities in Enugu state.**

Variables	X	SD	N	SDF	P	t-cal.	t-tab	Decision
Male	3.15	0.86	7	21	0.05	0.0478	1.946	Not significant
Female	3.17	0.76	17					

The result presented in the table 4 above shows that the t-calculated value at 0.05 and 21 degree of freedom is 0.0478 while the t-table value is 1.946. Since the t-calculated is less than the t-table value, the null hypothesis is not significant. This means that no significant difference exists between the mean rating of male and female business educators on the instructional strategies for re-branding business education programmes through effective implementation of e-learning in universities in Enugu state.

### **Summary of Major Findings:**

The following major findings were made;

1. The study identified the curriculum development measures for rebranding business education through effective implementation of e-learning programme among universities in Enugu state.
2. There exists no significant difference between the mean ratings of male and female business educators on the identified curriculum development measures for re-branding business education through effective implementation of e-learning programme in Enugu state.
3. The itemized instructional measures were identified to be relevant for re-branding business education through effective implementation of e-learning in universities in Enugu state.
4. There exists no significant difference between the mean rating of male and female business educators on the itemized instructional measures for re-branding business education programmes through effective implementation of e-learning in universities in Enugu state.

### **Discussion of findings**

The result of the study regarding research question one shows that, the respondents accepted the items as the curriculum development measures for re-branding business education through effective implementation of e-learning in universities in Enugu state. Some of the measures includes curriculum content should consider new technologies curriculum review should consider ICT facilities that are available in the universities, curriculum content should be learner centre etc. The finding of the study is in agreement with Udeke (2014) that, curriculum development has a role to play in re-branding instructional packages in school. Making the curriculum to be a learner centre has a significant role as the curriculum would be designed to meet the learners need in the digitalized world. The null hypothesis revealed that no significant difference exist between the educators on the curriculum development strategies for re-branding business educations through effective implementation of e-learning among universities in Enugu state.

The findings of the study according to research question two showed that, the itemized were the instructional measures for re-branding business education through effective implementation of e-learning in universities in Enugu state. Some of the measures identified and include, utilization of e-learning facilities in teaching and learning of business education courses. Making instructional procedure to utilize internet facilities, practicing on-line classroom discussion, supervising the extent of utilizing e-learning by lecturers in teaching and anymore. The findings of the study agree with Okafor (2009) who noted that, instructional packages are re-branded through the use of e-learning facilities and internet. Okafor stated that multimedia application is an effective tool for repositioning the instructional delivery o the students. The findings showed that the itemized instructional measures could be used for re-branding business education through effective implementation of e-learning among the universities in Enugu state. The null hypotheses showed that there exist no difference on the mean rating of male and female business educators on the instructional measures for re-branding business education through the implementation of e-learning in universities.

## **Conclusion**

The development of e-learning has affected the curriculum content delivery as many instructional procedure are computer aided. This is imperative to utilize this in order to structure, reposition and re-brand business education programme to meet the needs in labour market. The study identified the curriculum measures and instructional measures for re-



branding business education programme through implementation of e-learning facilities if properly utilized would aid in arousing the students' interest and causing them to learn better.

**Recommendations:**

The following recommendations were made based on the findings of the study

1. The curriculum developers should consider the use of e-learning facilities in teaching.
2. ICT facilities should be made available by the authority concern, to implement curriculum content instructional delivery.
3. Business educators should ensure that their instruction is ICT driven.
4. E-learning should be utilized by business educators in lesson and presentation.

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