



EXTENT OF UTILIZATION OF E-LEARNING TECHNOLOGIES IN BUSINESS EDUCATION PROGRAMME IN TERTIARY INSTITUTIONS IN NIGERIA

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ABSTRACT

This study examined the extent of utilization of e-learning technologies in business education programme in tertiary institutions in Nigeria. Four research questions guided the study. The study adopted a descriptive survey research design. The population of the study comprised five hundred and twenty-one (521) Business Education 100level, 200level and 400level students in the University of Benin (UNIBEN) and Benson Idahosa University (BIU), out of which 100 students were used as sample, using the disproportionate stratified random sampling technique. A structured questionnaire containing twenty-two items was the instrument used in obtaining responses from respondents. The reliability of the instrument was using Cronbach Alpha reliability computation which yielded a co-efficient index of 0.93. Data collected were analyzed using Mean and Standard Deviation for the research questions. The findings of the study revealed that e-learning technologies were not adequately utilized in business education programme in tertiary institutions in Nigeria. Based on the findings it was recommended that: the relevant authorities should create an avenue for uninterrupted power supply, this is necessary because e-learning technologies cannot be utilized effectively without power supply. Also, in-service training programmes such as on the job training and retraining programmes, seminars, workshop on the utilization of e-learning technologies should be mounted on a regular basis for serving business educators and students in tertiary institutions.

Keywords: *Utilization, e-learning, technologies, business education programme*



INTRODUCTION

E-learning involves the use of Information and Communication Technologies to enhance and support teaching and learning process. E-learning gives students or learners the opportunity to explore and gain wider knowledge in their course of study. E-learning also involves the use and application of various technologies and tools like computers, projectors, e-mails, CD-Rom, modem, flash, and so on. Andreas (2020) stated that technology enables teachers and students to access specialized materials well beyond textbooks in multiple formats and in ways that bridge time and space. Koohang and Harman (2005) opined that e-learning is the delivery of education (all activities relevant to instructing, teaching, and learning) through various electronic media.

E-learning is the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchange and collaboration (Alonso, Lopez, Manrique & Vine, 2005). The process of e-learning is a means of facilitating the achievement of formal and informal learning goals. E-learning is also a

natural evolution of distance learning, which has taken advantage of the latest tools to emerge in the context of technologies for structuring education.

E-learning is developing a widely used concept in Nigeria since the outbreak of the Covid-19 pandemic. Technology has been the major aspect to drive this concept of e-learning. E-learning is imparting and facilitating knowledge on media, electronic devices on the internet, CD-ROMs, and DVDs, and so on. Unlike the conventional chalk and board style of schooling, which is called the traditional method of teaching. E-learning makes giving and receiving simpler, productive and prolific. It is a method of teaching purely through technology. It has been observed that learning in an electronic environment is a great challenge in Nigeria due to so many factors. The negative factors in the Nigeria economy cannot afford broad access to all the latest achievements available for education and enable new educational technologies and e-learning to be widely used in universities. As observed by other researchers some of these negative factors includes low literacy, inadequate skills, inadequate facilities, difficulties with computers and internet access, but today, things have started to change



for the better. In a research carried out by Manir (2007) on the availability and utilization of the internet, concluded that in the nearest future, educational programmes by electronic means will cover from 40 – 50 percent of learning time in Nigeria Universities.

E-learning learning systems aggregate various tools, such as writing technologies, visualization, communication technologies and storage. For these reasons, researchers have sought to change e-learning systems into technically transparent tools, like a notebook or a pencil. Investigating e-learning system's adoption and usage reveals the continuous growth everywhere in the world (OECD, 2012).

When e-learning technologies are available and being utilized in tertiary institutions, it would give room for students to be conversant with the operation of these technologies which would make them possess very good performance, competencies, and skills in the use of e-learning technologies in the new world of work. The implication of this is that graduates would become employable and fit either in a paid job or self-employment and sustainability. In a time where skills are required to be updated regularly,

e-learning can prove to be an immensely helpful tool. Be it students, beginners, experts or mid-career professionals, e-learning enables everyone to up skill themselves at a time and place of their choice. With the use of e-learning technologies, they can learn quickly and perform better.

According to Anetu, Ugwoke, & Moghalu (2020) while there is growing demand for e-learning, the challenges are many. In tertiary institutions in Nigeria, most lecturers and students are not knowledgeable enough in the use of the learning technologies, some do not know how to access their e-mail, while others do not even have an e-mail address. The authors noted that the infrastructures necessary for deploying an effective ICT platform is lacking in Nigeria. There is not enough human skills and knowledge to fully integrate ICT into education. Technologies in e-learning facilitates and necessitate learning. The use of new methods promotes learning at a distance and on one's own pace possible. The utilization of e-learning tools and technologies enhances motivation, help recall previous learning, and provides new instructional stimulus for the learners.

E-learning technologies is fast becoming popular in business



education instructional delivery method, most especially in tertiary institutions in Europe, America, and other developed and technologically advanced countries. E-learning in Nigeria tertiary institutions seems to be a dream because of poor ICT infrastructure and other socio-economic reasons. E-learning technologies is important in the teaching of business education as it is a managerial course. Business Education teaches on office technology management, keyboarding, typewriting, and other management courses that train students on the uses of e-learning technologies and its components like computers/laptops, projectors, interactive whiteboards, audio enhancement, e-mails, CD-Rom, modem, flash, and many more.

Computers are electronics machine or device that can store and work with large amounts of information. Computers are also known as a programmable electronic device that can store, retrieve and process data. A projector is an optical instrument for projecting an image upon a surface, it is use to project motion pictures on a screen. Interactive whiteboards are two-way electronic board designed to respond to the actions and commands of a user. It can be written on with special markers or light pens. An audio enhancement is a device that helps

to increase and improve in value, quality and desirability of the reception of sound or utilizing recorded sound.

Unfortunately for the students, only few or none of these technologies or equipment are made available by these institutions. Most higher institutions in Nigeria have audio-visual learning materials that are rarely utilized as a result of incessant power outages and sometimes lack of awareness on the part of the students. Utilization is using something to achieved its purpose maximally.

In addition to the foregoing is the rising dissatisfaction among employers of labour on the poor performance and competencies, skills of business education graduate in the use of e-learning technologies in the new world of work as observed in studies. The implication of this is that business education graduates would become unemployable and unfit either in a paid job or self-employment and sustainability. This is a problem which will necessitate the need to determine the extent of utilization of e-learning technologies in business education programme of tertiary institutions in Nigeria. This would fill in the gap and streamline the skills acquired in school with what is required by the industry. In view



of the unending benefits and e-learning technologies in education, this study seeks to find out the extent to which e-learning technologies are being utilized in business education programme in tertiary institutions in Nigeria.

Research Questions

1. To what extent are computers utilized in business education programme in tertiary institutions?
2. To what extent are projectors utilized in business education programme in tertiary institutions?
3. To what extent are interactive whiteboards utilized in business education programme in tertiary institutions?
4. To what extent are audio enhancement utilized in business education programme in tertiary institutions?

Methodology

The study adopted a descriptive survey research design. The population of the study comprised of five hundred and twenty-one (521) Business Education 100level, 200level and 400level students in the University of Benin (UNIBEN) and Benson Idahosa University (BIU), out of which 100 students

were used as sample, using the disproportionate stratified random sampling technique. The instrument for data collection in this study is a questionnaire. The questionnaire was structured by the researchers. The questionnaire comprises 2 (two) sections; Section A (Demographic Data) and Section B (Survey Statements), which consist of 22 (twenty-two) items that addressed the 4 (four) research questions raised, and having 4-point rating scale. The questionnaire was subjected to face validity. The reliability test of the instrument using Cronbach alpha yielded a reliability co-efficient of 0.93. Data were collected by the researchers with the help of two research assistants. All administered questionnaire was carefully completed and retrieved. Hence 100 percent retrieval rate

The data were therefore analyzed using mean (\bar{x}) and standard deviation. Decision rule was based on mean value of 2.50 such that any calculated mean (\bar{x}) equal or greater than 2.50 was regarded as high extent while any mean (\bar{x}) less than 2.50 was regarded as low extent.

Results

Research Question 1: To what extent are computers utilized in Business Education Programme in Tertiary Institutions?



Table 1: Mean and standard deviation showing the utilization of computers in Business Education Programme in Tertiary Institutions

S/N	Item	N	Mean	SD	Remarks
1	Students are allowed to use computers in the lab.	100	1.88	1.037	Low extent
2	Business education courses are taught with the use of computer.	100	1.98	1.146	Low extent
3	Computers enable the students to process information on their own space and receive continual evaluation feedback.	100	3.17	.667	High extent
4	Students are not well grounded in the use of computer software in creating, typing, editing, formatting and production of office document.	100	2.17	1.190	Low extent
5	Class works and assignments are not done by students through the use of computers.	100	1.94	.993	Low extent
Cluster					Low extent

Note: SD (Standard Deviation), N (Sample Size)

Research question one depicted that the respondents rated item one, two, three and five as low extent with a mean rating ranging from 1.88 to 2.17 while item two was rated as high extent with a mean of 3.17. The standard deviation also ranges from .993 to 1.190. With these results, the above mean score shows that computers are under-utilized in Business Education Programme in Tertiary Institutions.

Research Question 2: To what extent are projectors utilized in business education programme in tertiary institutions?



Table 2: Mean and standard deviation showing the utilization of projectors in Business Education Programme in Tertiary Institutions

S/N	Item	N	Mean	SD	Remarks
1	Whiteboards/chalkboards are still being used to write notes in my school.	100	3.30	.959	High extent
2	Projectors are used by lecturers to facilitate instructions in my school.	100	2.73	1.213	High extent
3	Projectors are used only for presentations in my school.	100	2.03	.937	Low extent
4	Slides, films, and images are used to teach with projectors in my school.	100	2.59	1.173	High extent
5	Students present class projects through the use of projector in my school.	100	2.62	1.149	High extent
6	Lecturers have competencies in the use of projectors in my school.	100	2.86	1.092	High extent
Cluster					High extent

Note: SD (Standard Deviation), N (Sample Size)

In response to research two, Table 2 showed that the respondents rated item one, two and four to six as high extent with a mean rating ranging from 2.59 to 3.30 while item three was rated as low extent with a mean of 2.03. The standard deviation also ranges from .937 to 1.213. With these results, the above mean score shows that projectors are utilized in Business Education Programme in Tertiary Institution to a high extent.

Research Question 3: To what extent are interactive whiteboards utilized in business education programme in tertiary institutions?



Table 3: Mean and standard deviation showing the utilization of interactive whiteboards in Business Education Programme in Tertiary Institutions

S/N	Item	N	Mean	SD	Remarks
1	Whiteboards are used instead of interactive whiteboards in my school.	100	3.18	.809	High extent
2	Interactive whiteboards are used in presentation of course content during lecture periods.	100	2.01	.916	Low extent
3	Interactive whiteboard raises the level of interactivity in the classroom.	100	2.80	1.101	High extent
4	Interactive whiteboards are used during practical classes to show simulations in my school.	100	2.67	1.083	High extent
5	Interactive whiteboards are used to involve students in other classroom activities found within the course content in my school.	100	2.56	1.057	High extent
6	Interactive whiteboards are used to record and save class activities during lecture period and to be replayed later for further discussion in my school.	100	2.06	.941	Low extent
Cluster					High extent

Note: SD (Standard Deviation), N (Sample Size)

The data analysis in Table 3 revealed that the respondents rated item one, three, four and five as high extent with a mean rating ranging from 2.56 to 3.18 while item two, and six were rated as low extent with a mean of 2.01 to 2.06. The standard deviation also ranges from .809 to 1.101. With these results, the above mean score shows that interactive whiteboards are under-utilized in Business Education Programme in Tertiary Institution.



Research Question 4: To what extent are audio enhancement utilized in Business Education Programme in Tertiary Institutions?

Table 4: Mean and standard deviation showing the utilization of audio enhancement in Business Education Programme in Tertiary Institutions

S/N	Item	N	Mean	SD	Remarks
1	Audio enhancement are used by my lecturers during lectures.	100	2.93	1.094	High extent
2	Audio enhancement are used for sharper pronunciation.	100	3.34	.844	High extent
3	Audio enhancement are used during examinations.	100	2.98	1.073	High extent
4	Audio enhancement are used during shorthand lectures and examination in my school.	100	2.85	1.058	High extent
5	Audio enhancement devices reduces distractions during lectures.	100	3.28	.986	High extent
Cluster					High extent

Note: SD (Standard Deviation), N (Sample Size)

The data output in Table 4 revealed that the respondents rated item one to five as High extent with a mean rating ranging from 2.85 to 3.28 while the standard deviation also ranges from .844 to 1.094. With these results, the above mean score shows that audio enhancement is well utilized in Business Education Programme in Tertiary Institutions



Discussion of Results

The result on “to what extent are computers utilized in Business Education Programme in Tertiary Institutions” showed that computers are under-utilized in Business Education Programme in Tertiary Institutions. This finding supports Ajadi T. O. (2008) who concluded that there is gross underutilization of e-learning technologies in Nigeria tertiary institutions.

The result on “to what extent are projectors utilized in business education programme in tertiary institutions” depicted that projectors are utilized in Business Education Programme in Tertiary Institution to a high extent. This finding is in agreement with that of Anetu, Uguoke and Moghalu (2020) research on the availability and utilization of e-learning technologies for improving teaching and learning of business education programme in public universities, who said that projectors were utilized in public universities.

The result on “to what extent are interactive whiteboards utilized in business education programme in tertiary institutions” indicated that interactive whiteboards are under-utilized in Business Education Programme in Tertiary Institution. This finding supports Bannister (2010) and Avril (2013) who stated

that, in many universities where the whiteboards are available, they are poorly utilized and more of glorified black boards.

The result on “to what extent are audio enhancement utilized in Business Education Programme in Tertiary Institutions” demonstrated that audio enhancement is well utilized in Business Education Programme in Tertiary Institutions. This finding is in line with that of Omotayo and Oluwalola (2019) who indicated that e-learning facilities were occasionally utilized for teaching and learning activities of business courses.

Conclusion

Based on the findings of the study, it was concluded that e-learning technologies were not adequately utilized in business education programme in tertiary institutions in Nigeria. This is to say that Tertiary Institutions need to be equipped with e-learning technologies such as computers, projectors, interactive whiteboards, audio enhancement devices and many more as well as steady supply of electricity as this will lead to effective teaching and learning process as well as high student outcome. Also lecturers on their part should be willing to utilize the e-learning technologies for effective teaching and learning



process leading to high student's outcome in Tertiary Institutions.

Recommendation

Bases on the findings of the study, the following recommendations were made;

1. Relevant authorities should create an avenue for adequate computers, projectors, interactive whiteboards, audio enhancements and many more. This is necessary for e-learning efficacy.
2. Business educators and students in tertiary institutions should be encouraged to utilize e-learning facilities frequently. As constant use would help them to learn and update the existing e-learning technologies.

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