



## AVAILABILITY OF E-LEARNING TECHNOLOGIES IN BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION IN SOUTH-SOUTH, NIGERIA

**Crossdale Ovwido Josephine and Prof. Basil O. Nwosu**

Department Of Business Education, School of Secondary Education (Business Education), Federal College of Education, (Technical), Asaba, Delta State

Department Of Business Education, Ebonyi State University, Abakaliki, Ebonyi State

**Abstract:** The study focused on availability of e-learning technologies in business education programme in colleges of education in south-south, Nigeria. Two purposes with two research questions and one null hypotheses were formulated to guide 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 Checklist tagged availability of e-learning technologies in business education programme in colleges of education in South-South, Nigeria, (AETBESSNQ) was used to elicit responses from the subjects. The instrument was validated and 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, while 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. Based on the findings of the study, the researcher recommended that Nigerian Government and National Commission for Colleges Education (NCC) should ensure to supply and make e-learning technologies available for teaching and learning purposes in Business Education programmes in Colleges of Education in South-South, Nigeria.

**Keywords:** Availability, Business Education, E-learning Technologies

### Introduction

Technological innovation which has taken place worldwide has broken all international and national barriers and turned the world into a global village. This has introduced e-learning into the educational system (Igboke, 2017). E-learning refers to the use of electronic applications and processes in learning. E-learning applications include Web based learning, computer-based learning, virtual classrooms and digital collaborations. Instructional contents are delivered through Internet, Satellite, Television, extranet, Intranet and CD-ROM with multimedia capacities (Nwosu, 2017). E-learning according to Nwafor and Abuka (2015), is the application of the internet to support

knowledge, using holistic approach which may not be limited to a particular course.

One major feature of e-learning is the use of electronic machines and media to facilitate learning. According to Ezeabi, Ile and Ezugwu (2018), e-learning is also known for its capacity to make teaching process possible even when a substantial number of instructions are delivered by somebody far away from the students. E-learning is an open access learning that makes provision for independent learning that is achievable. Since the world has entered into the third millennium, learning has become easier and exciting with the help of the internet and intranet for both educators and learners. Instructors



in various tertiary institutions need to make adequate provision of e-learning technologies so as to develop the needed skills in the contemporary world of work. Muhammed, Asua and Munnaza (2015), noted that the internet and World Wide Web (www) have made computer a dynamic resource in education, providing a new interacting means of overcoming time and distance to reach learners. In addition, e-learning technologies offer learners control over content, learning sequence, pace of learning, time, and also allow learners to tailor their experiences to meet their personal learning objectives. Educators use e-learning to improve the effectiveness and efficiency of educational interventions in the face of social, scientific and pedagogical challenges (Oloja, Adewunmi and Ajisola, 2012). As a computer assisted learning and pedagogy for students centered and collaborative learning, e-learning could be used to enhance skills and knowledge acquisition in business education.

Business Education is often regarded as education for and about business. Aliyu (2011) in his conceptual framework for Business Education described education for business as that training provided for some students to be effective workers and the education about business is for all students to be informed citizens. This implies that Business Education programme is aimed at providing individuals with economic understanding which will further improve the individual's standard of living and in furtherance, the business system. Business Education has been defined differently by various people and writers. To the understanding of the man on the street often referred to as the layman, Business Education could mean education about how to do business. While to an illiterate, this is one who has heard about Business Education as a course of study in schools with the attendant subjects but not his specialization. It could mean education to learn how to type and write in shorthand. These assertions cannot be perceived as completely wrong or out of place because, these definitions contained element of what the curriculum content of Business Education is aimed to achieve which

are: knowledge and skill acquisition. Business Education therefore, is a component of vocational and technical programme that prepares an individual for career in business and also to be an intelligent consumer of economic goods and services. It provides students with the needed competencies, skills, knowledge, attitudes and understanding to perform as a worker in the industries as well as proprietor of a business.

The integration of communication technology and internet has created an explosion in the use of e-learning both locally and globally. E is the acronym for electronic, e-learning means electronic learning. It implies learning with the aid of electronic gadget. E-learning technology is one of the bi-product of information and communication technology (Salawudeen, 2016). E-learning is essentially the computer and network enabled transfer of skills and knowledge. It is an instruction delivered via an electronic media, Mmeremikwu and Onwukwe (2016). Tongsakul and Meejaleum in Mmeremikwu and Onwukwe (2016) refer to e-learning as comprising the combination, implementation and relationship of teaching and learning via different ICT media such as computer, internet, multimedia projector, video tapes and CD Rom.

The introduction and use of e-learning technologies in business education helps students become independent learners, develop critical thinking and problem solving strategies or policies, thereby discouraging spoon feeding. The appropriate use of e-learning technologies can enhance the teaching and learning techniques which, at the heart of education reform in the 21<sup>st</sup> century. More so, if e-learning technologies supported education is designed and appropriately implemented, it can promote the acquisition of knowledge and skills that empower students for lifelong learning.

E-learning, exploits interactive technologies and communication systems to improve the learning experience. It has the potential to transform the way we teach and learn across the board. It can raise standards, and widen participation in lifelong learning. It cannot replace teachers and lecturers, but alongside existing methods, it can enhance the quality and enrich their



teaching (Joint Information System Committee Development Groups, 2004). E-learning enhances learning by extending and supplementing face- to-face learning rather than replacing it. E-learning enables learning to take place when it is most needed (just in time as distinct from just in case) and when it is most convenient. Learning can be customized to suit an individual's learning needs – learners can choose different learning subjects within an overall package (Armstrong, 2012). Pollard and Hillage cited in Armstrong (2012) saw e-learning as the administration of learning opportunities and support via computer, network and web-based technology, has help individual performance and development. E-learning according to Joint Information System Committee (JISC) development groups, (2004), is learning facilitated and supported through the use of information and communication technology which may involve the use of some, or all of the following technologies.

- a. Desktop and laptop computers
- b. Software, including assistive software
- c. Interactive white boards
- d. Digital cameras
- e. Mobile and wireless tools including mobile phones
- f. Electronic communication tools, including email, discussion boards, chat facilities and video conferencing.
- g. Virtual learning environments
- h. Learning activity management systems.

They further assert that e-learning can cover a spectrum (a range) of activities from supporting learning to blended learning (the combination of traditional and e-learning practices), to learning that is delivered entirely online. The Department for Employment and Learning (DEL) in Northern Ireland viewed the integration of e-learning into the curriculum and the development of strategic leadership as the key to transform educational institutions.

Business education plays a prominent and an indispensable role in the development and acquisition of sustainable economy of individuals and nations. It

provides employability and entrepreneurial skills that make individuals and nations self – employed, jobs creators instead of job seekers and add to the development of the nation. It therefore, follows that the tools for teaching and learning of such important course as business education should be such that is made accessible to all.

All barriers/restrictions to accessing e-learning in teaching and learning business education courses should be removed and this can only be done by adopting distance learning (education) tool which has its major goal as provision of access to quality education for large number of learners wherever they may be (FRN, 2004). E-learning is associated with distance learning, the term e-learning is a generic expression for all learning which is based on the use of information and communication technologies (ICTs) to support both teaching and learning. E-learning exploits interactive technologies and communication systems to improve the learning experience. It has potential to transform the way we teach and learn across the board. It can raise standards and widen participation in long life teaching and learning (JISC, 2011). With e-learning, lecturers/ teachers, student and administrators are connected to the world around, share and exchange information and ideas. Advancing business education knowledge and skills for effective functioning in the modern world of information and communication technology becomes globally possible and easy. There is therefore, need for the use of e-learning technologies in teaching and learning of business education programme, so as to reach the teaming population outside campus for one reason or the other.

The Joint Information System Committee Development Group (2004) declared that: “E-learning is no longer simply associated with distance or remote learning, but forms part of a conscious choice of the best and most appropriate ways of promoting effective learning. The National Policy on Education (2012) asserted that:

- i. The concept of distance learning should be all inclusive contact no contact and part-time education.



- ii. Open/distance education is the mode of teaching in which learners are removed in time and space from teachers.
- iii. It uses a variety of media and technologies to provide and/or improve access to good quality education for large numbers of learners wherever they are.

The assertions above are all integrate part of e-learning. These confirm e-learning as a tool for effective teaching and learning in business education for the nation to achieve the goals of business education as stipulated in the National Policy on Education (2012), there is need for adoption and building of an e-learning culture for teaching and learning of business education. E-learning is a flexible learning environment which serves a number of individual and organizational purposes by making use of a number of technologies. There are many tools and technologies essential for e-learning and many of these tools come in handy as standalone to deliver learning using Variety of approaches to e-learning. In addition, we also have many learning management systems that integrate many individual tools in a single platform to develop and deliver online learning.

As you are aware, modern technology provides us with a plethora of option for communication. The most common communication tools used in e-learning include, e-mail, instant messaging and blogging.

The major benefits of e-learning include;

1. **Individualization of instruction:** E-learning help in the individualization of instruction which ordinarily is difficult and in most situations impossible to realize. Otuka (2010) posited that, e-learning provides a more individualized self-spaced and self-directed learning experience. This implies that, with the aid of e-learning, learners have the freedom to learn at their own pace, time and convenience, without a limited environment which means learners can access the lesson from anywhere, and anytime. Under e-learning, specific educational needs of the learners involved are properly addressed.
- 2 **Flexibility and Convenience to lecturer:** Under e-learning situation, lecturers equally have the

freedom to decide when learning will take place, time and pace for teaching. Flexibility implies that, lecturers will have opportunities to space out their teaching programmes and manage their time and pace according to their wishes.

- 3 **Enhance ICT-skills and competences development:** E-learning as a bi product of ICT, that helps to develop and reinforce the ICT-skills and competences required in the information age by the lecturers and learners, in order to be abreast of the changing technological environment of 21<sup>st</sup> century. Bate (2009) stated that, a major argument for e-learning is that it enables learners to develop essential skills for knowledge based workers by embedding the use of e-learning technologies within the curriculum.

- 4 **Greater collaboration:** E-learning creates sufficient ways for cordial collaboration among students and lecturers, irrespective of the distance between them. It makes collaboration among them easier and facilitative. The use of online environment make teaching and learning easier and often more pleasurable and it also afford them the opportunities to exchange instructional ideas without facial contact.

- 5 **Economical:** E-learning is highly favorable and advantageous. Through e-learning, quality education are made affordable and obtainable for the teacher to share their ideas and knowledge across border thereby allowing learners to attend classes notwithstanding, the geographical and economic boundaries (Otuka, 2010). It liberates lecturers and students from the restriction of space, time and physical facilities while promoting independent study aided by advances in modern e-learning technologies.

Ahmad (2015) also outlined the following as the benefits of e-learning.

1. **Convenient**

- a. Self – service
- b. On – demand (anytime, anywhere)
- c. Private learning



- d. Flexibility (Modular package)
2. **Cost-effective**
  - a. Virtual (stimulated or role play)
  - b. Share lessons among schools
  - c. Reduce material cost
  - d. Reduce travel/accommodation
3. **Consistent**
  - a. Central control of content
  - b. Same quality of content for all
  - c. Same quality of education for all
4. **Media-rich**
  - a. Easier to understand
  - b. **Repeatable:** As many times as you like easier to monitor progress.

To be more precise, the Joint Information System Committee Development (JISC) Group cited in Odili (2016) identified six key benefits of e-learning;

1. **Connectivity:** Access to information is available on a global scale.
2. **Interactivity:** Assessment of learning can be immediate and autonomous.
3. **Collaboration:** Use of discussion tools can support collaboration learning beyond the classroom.
4. **Extended opportunities:** E-content can reinforce and extend classroom based learning.
5. **Motivation:** Multimedia resources can make learning fun.

They further declared in addition, benefits to practitioners which includes increase efficiency of tracking and monitoring learner's progress. E-learning offers considerable opportunity for meeting the needs of business education because learning can be delivered in places other than classrooms, facilitate the efficient use of precious learning time, sustain the motivation of business education students and reach many different types of learners in the ways they can learn best. It has the potential to eliminate some barriers to participation in the study of business education.

Availability according to the Collins English Dictionary, (2015) is when something is available for use or can easily be bought or found. Availability of e-learning

technology is one of the basic requirements for successful adoption of e-learning technologies in colleges of education in south-south, Nigeria. Gabadeen, Alabi and Akinnubi, (2015) pointed that for e-learning to be successfully utilized; it must be available, accessible for utilization and in good condition at all times. Some of the e-learning technologies include projectors, PCs, e-library, Google search, email, whatsapp among others. Availability of internet facilities, particularly the intranet aid business education lecturers and students, with laptops to type and prepare power point and use of projector and prepare assignments. The authors also included that for these available e-learning technologies to be sustained, there need for maintenance for continuous utilization.

Looking at availability from the colleges of education regulatory body which is National Commission for Colleges of Education (NCCE, 2020), there is approved bench mark for all e-learning technologies for Business Education programme. This means that, for any of the e-learning technologies to be available, it should meet up with the required bench mark. For example, the bench mark for computer is thirty-five (35) to one instructor, so for computer to be available in center, it should be up thirty-five.

#### Statement of the Problem

The world is technologically becoming more advanced, sometimes it is referred to as a global village. E-learning as a matter of fact is fast becoming more popular in business education instructional delivery, it's usage in Nigeria for teaching and learning in business education programme in colleges of education, needs to be emphasized in line with what is obtained in other parts of the world where e-learning technologies are used in their educational system. Pedagogical application of e-learning involves effective learning with the aid of computer and other information technologies serving as learning aids, which play complementary roles in teaching and learning situation. Though the importance of e-learning is enormous, there seems to be poor availability of e-technologies in colleges of education south-south for instructional delivery, (Manir 2011). The



problem of this study therefore, is that there is lack of availability 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 availability of e-learning technologies in business education programme in colleges of education in south-south, Nigeria. Specifically, the study sought to:

1. Ascertain the e-learning technologies available in Business Education programme in Colleges of Education in South-South, Nigeria.

2. Determine the available e-learning technologies available for classroom delivery in Business Education programme in South-South, Nigeria.

Research Question1

The following research questions guided the study:

1. What are the e-learning technologies available in business education programme in colleges in south-south, Nigeria?
2. What are the e-learning technologies available for classroom delivery in business education programme in colleges of education in south-south, Niger

Table 1: Percentage on Available and not available e-learning technologies in Business Education programmes

S/N	Items	Bench mark for e-learning Tech.	Frequency		Percentage		Decision
			AV	NA	AV	NA	
1	Laptops/desktops computer	35	179	62	74.3	25.7	AV
2	Virtual learning environment	01	179	62	74.3	25.7	AV
3	Digital library	01	61	180	25.3	74.7	NA
4	E-journals and e-books	01	179	62	74.3	25.7	AV
5	Electronic board	01	43	198	17.8	82.2	NA
6	Personal laptops for lecturers	01	202	39	83.8	16.2	Av
7	Digital cameras	01	201	40	83.4	16.6	Av
8	Interactive white boards	01	186	55	77.2	22.8	Av
9	Electronic communication tools like, discussion board	01	62	179	25.7	74.3	NA
10	Chart facilities and video conferencing	01	62	179	25.7	74.3	NA
11	Educational website	01	63	178	26.1	73.9	NA
12	WIFI Extender	01	65	176	27.0	23.0	NA
13	Media player	01	62	179	25.7	74.3	NA
14	Tablet (ipad)	01	179	62	74.3	25.7	AV
15	Projector	01	179	62	74.3	25.7	AV
16	Touch Portable Wireless Bluetooth Speaker.	01	186	55	77.2	22.8	AV
17	External Microphone	01	63	178	26.1	26.1	NA
18	USB Data Hub Splitter	35	62	179	25.7	74.3	NA
19	Open internet environment	01	180	61	74.7	25.3	AV
20	E-book reader	01	62	179	25.7	74.3	NA
21	Smart phones	01	194	47	80.5	19.5	AV
22	Cell Phones	01	189	52	78.4	21.6	AV



23	Pen Drive	01	62	179	25.7	74.3	NA
24	Personal Digital Assistance	01	1	240	0.4	99.6	NA
25	Mp3 Webcam	01	241	0	100	0.00	AV
26	Scanners	01	62	179	25.7	74.3	NA
27	Presenting files when needed	01	180	61	74.7	25.3	AV
28	Headphones	01	62	179	25.7	74.3	NA
29	Open internet environment	01	180	61	74.7	25.3	Av

Summary of the presented results on the table 1 above indicates that some E-learning technologies are available and some not available for effective utilization by business educator's, in education programme in colleges of education in South-South, Nigeria. The result was also considered based on percentage of its availability and non-availability. The result revealed that, some e-learning technologies like Digital library, Electronic board, Electronic communication tools, including discussion board, chart facilities and video conferencing, virtual learning environment, scanners, media player, touch portable wireless blue tooth speaker, external microphones, USB Data Hub splitter, pen drive, personal digital assistance, scanners to capture images and headphones are not available for e-learning technologies in business education programme because they had less percentage of availability. Comparing this result to National Commission for Colleges of Education (NCCE), bench mark, shows that, most of the e-learning technologies needed in Business Education programme in Colleges of Education in South-South, Nigeria are not available.

#### Research Question 2:

What are the e-learning technologies available for classroom delivery?

The results on table 2 above indicates that some E-learning technologies like laptops/desktops computers, virtual learning environment, e-journals/e-books, electronic board, digital cameras, interactive white boards, tablet/(ipad), projector, bluetooth speaker, open internet environment, smart phones, cell phones, Mp3 webcam, presenting files when needed are available. While some other important technologies that are needed for effective classroom delivery are not available as

shown in the table 2 above in business education programme in colleges of in south-south, Nigeria.

#### Methodology

The study adopted the descriptive survey research design. The researcher considered this design appropriate for this study since it intended to collect data from practicing business educators regarding availability of e-learning technologies in business education programme in colleges of education in south-south, Nigeria. The population of the study consisted of 241 business education lecturers in colleges of in south-south, Nigeria. No sample was taken for the study because the population size was manageable. The instrument for data collection was observation checklist, titled (AOELTCESSN). The instrument was validated by three experts from the Department of Business Education and Science Education and Education Foundation, Ebonyi State University, Abakaliki.

To establish the reliability of the study the researcher conducted a pilot study test whereby copies of the instrument were administered to 25 educators at Federal College of Education Umunze. Data were analyzed using percentage to find the availability of e-learning technologies. The mean ratings were prepared using available (A) and not available (NA) to get the percentage.

#### Conclusion

Based on the findings of the study, it was concluded that, most e-learning technologies needed for effective teaching in business education programme by business educators are not available. The few once available, there is no good internet connectivity for lecturers to use them. It was also concluded that, because of the poor internet connectivity and lack data, it is difficult for lecturers to



engage students in online classroom delivery in business education programme in colleges of education in south-south, Nigeria.

#### Recommendation

Based on the findings of the study, the researcher proffered the following recommendations:

1. Nigerian Government with other stakeholders like National Commission for Colleges of Education (NCCE), should provide e-learning technologies for effective teaching in Business Education Programme in College of Education in South-South, Nigeria.
2. Government should provide and maintain the necessary internet connectivity's needed for educators to teach effectively in Business Education Programme in colleges of Education in South-South, Nigeria.

#### REFERENCE.

- Ahmad, R. (2015). Developing a conceptual model of user engagement for mobile-based augmented reality games. *Journal of Technology* 77 (29).44-58.
- Aliyu, M. (2011). *Business Education in Nigeria (Trends and Issues)* Zaria: ABU Press Ltd.
- Armstrong, M. (2012). *Armstrong's handbook of human resource management practice*. U.K: Ashford Colour Press.
- Bate, L. (2009). Applying information Technology to Improve Teaching and Learning in an African University, 36<sup>th</sup> ASEE/IEEE Frontiers in Education Conference, M4C-26, Retrieved from [www.fieconference.org/fie2006/papers/1707.pdf](http://www.fieconference.org/fie2006/papers/1707.pdf).
- Ezeabi, I. C. Ile, M. C. & Ezugwu, S. K. (2018). Improving e-learning among business education students in public universities in South-East Nigeria. *Nigerian Journal of Business Educators*, 5 (1), 116 – 125
- FRN (2004). *National policy on education* (6<sup>th</sup> edition). Lagos: NERDC Press.
- Gabadeen, W. O., Alabi, A. T. & Akinnubi, O. P. (2015). Availability, accessibility and utilization of e-learning technologies for sustainable secondary education. *Asia Pacific Journal of Education, Arts and Sciences*, 2(2), 23-39
- Igboke, S. A. (2017). *Business education, principles and method*. Owerri: Cape publishers international ltd.
- JISC, (2011). Review of the Joint information systems committee. Retrieved 8<sup>th</sup> April, 2019. <https://www.dera.ioe.ac.uk>
- Joint Information System Committee Group (2004). Introduction to effective practice with e-learning. [www.jisc.ac.uk/learning/adegeology.html](http://www.jisc.ac.uk/learning/adegeology.html) retrieved 2<sup>nd</sup> March, 2019.
- Manir, K. A. (2011). Implication of ICT's in libraries of higher education institutes. A panacea catapulting library development in Africa. *Journal of Library and Information Technology*, 31 (1), 65 – 71.
- Mmeremikwu-Fiac, C. & Onwukwe, V. (2016). Assessment of the extent of utilization of e-learning opportunities for effective teaching and learning in business education. *Nigerian Journal of Business Education*, 3 (2)
- Muhammed, T. A., Asua, S. & Munnaza, A. (2015). Teachers perception and needs towards the use of e-learning in teaching of physics in secondary level of Pakistan. *American Journal of Educational Research* 3 (5). 1045 – 1
- National Policy on Education (2012).
- National commission for Colleges of Education, (2020).
- Nwafor, B. C. & Abuka, C. K. (2015). Sustainability of e-learning in tertiary education through technology and vocational education in Enugu State. *Journal of Research in Science and Technology Education* 5 (1), 7



Nwosu, B. O. (2017). Emerging technologies in business education, Ph.D lecture note, Ebonyi State University, Abakiliki, Nigeria. *Unpublished*.

Odili, S. O. (2016). Learning: a tool for distance learning in business education. *Journal of Business Education* 3 (2) 44 – 53.

Otuka, J. O. E. (2010). E-Learning in Nigeria: Problems and prospects. *Being a keynote address presented at the 2010 Annual conference of Faculty of Education, Nnamdi Azikiwe University Awka*.

Salawudeen, O. S. (2016). *E-learning technology: the Nigeria experience shapes the change*. Germany: Congress.