

Utilization of E-learning Resources for Teaching and Learning Business Education Courses in South-West Universities, Nigeria

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Abstract

E-learning, as a matter of fact, is fast becoming a popular business education instructional delivery method. This study assessed the utilization of e-learning resources for teaching and learning business education courses in South-West universities, Nigeria. Two research questions and two null hypotheses guided the study. A descriptive survey research design was adopted for the study. The sample size of the study comprised all 41 business education lecturers and 316 (2022/2023) academic session final year business education students in South-west Nigerian universities selected using simple random sampling techniques totaled 357 respondents. A 56-item structured questionnaire was used as the instrument for data collection with a 4-point rating scale. Cronbach's alpha method of reliability was used to determine the reliability of the instrument, and yielded a reliability coefficient of 0.87. Frequency counts, percentages, means and standard deviations were used to analyze the data. The hypotheses were tested using an independent-samples t-test and one-way analysis of variance (ANOVA) at 0.05 level of significance. The findings revealed that majority of E-learning resources are aware and utilized to a moderate extent for teaching and learning of business education courses. It was recommended, among others, that the government and stakeholders in education should make adequate budgetary allocation for the provision of e-learning resources, and the identified barriers that stand against effective utilization of e-learning resources should be tackled and removed. It was concluded that business educators can understand how to effectively integrate e-learning resources into their teaching methods.

Keywords: Awareness, Utilization, E-learning, Effective, and Business Education

Introduction

E-learning, as a matter of fact is fast becoming a popular business education instructional delivery method, especially in tertiary institutions in Europe, America,

and other developed and technologically advanced countries. In Nigeria, its usage as an instructional method of teaching and learning in business education programme at universities needs to be emphasized in line with what is obtained in other parts of the world. The pedagogic application of information communication technology (ICT) involves effective learning with the aids of computer and other information technologies serve as learning aids that play complementary roles in teaching and learning situations.

Business education is a programme geared towards the acquisition of knowledge, and skills needed in the workplace. One vital need in the present business environment is the staff's ability to use computer programs for different purposes. Business education can also be viewed as that aspect of education that equips student with marketable skills, knowledge and attitudes needed for initial employment and advancement in business and related occupations. It also enhances student work orientation and makes the transition from school to the world of work relatively easy. Business education has been described as education for and about business (Adedayo, 2016). In other words, business education teaches the knowledge and competencies required in business. Business education has been conceptualized in different ways by different authors. Business education is perceived as an aspect of education which prepares an individual for educational engagement in fields like accounting, office technology and management, business administration and business teacher education (Ademiluyi, 2020). Amoor (2012) describes Business education as a form of vocational education that is directed towards developing the learners to become productive in teaching, paid employment and self-employment. According to Aliyu (2013), some of the objectives of business education include: the need for specialized instruction to prepare students for careers in business, developing in students' fundamental instruction to help them assume their economic roles as consumers, workers, and citizens and equipping them with background instruction to assist them in preparing for professional careers and piquetheir interest in advanced study.

In recent times, one of the greatest phenomena that has influenced on every aspect of man's life is information communication technology (ICT). In education, business, social, economic, and political activities, the application of ICT is fast gaining ground. This implies that ICT is now an essential tool for human existence and development. Several experts have been tempted to define ICT from their clear points of view. However, the definitions centre around certain terms, process, tools, computers, skills, competencies, knowledge, communication, and information-oriented activities. In light of the above, ICT can be defined as a process of using certain tools, technologies or resources to process information for learning, teaching, business, and other human endeavours. Akudolu (2014) defines ICT as all kinds of electronic systems that are used for broadcasting, telecommunications, and all forms of computer-mediated communications. According to Blurton (2012), ICT is referred to as diverse set of technological tools and resources used to communicate,

disseminate, store, and manage information. Resources in ICT include radio and television (broadcasting technology) telephony, computers, and the internet. ICT applications in education have tremendously changed the way education is concerned and delivered to students. Shafiul and Shafiul (2013) opined that information communication enablers that optimize students-centred pedagogical methods. At the tertiary level, ICT-based education such as e-learning, distance education or virtual campus and virtual learning is fast gaining ground worldwide, and Nigeria is not left out of this revolution.

Utilization is the art of putting things or resources that are tangible or intangible to proper use. As applied in this research, it is the proportion of available time (expressed in percentage) that a piece of equipment or facility is operated in the teaching and learning of business education. Odugboye (2016) refers to utilization as the primary method by which asset performance is measured and business success is determined. In basic terms, it is a measure of the actual earned by assets against the potential revenue they could have earned. Rental utilization revenue is divided into a number of different calculations, and not all companies work precisely the same way. In general terms, there are two key calculations: the physical utilization of the asset, which is measured based on the number of available days for rental against the number of days actually rented.

E-learning can be described as a “virtual classroom”. Olawuyi (2016) describes it as a group of students assembled in a common virtual classroom to meet an instructor online (that is, in cyber-space). The participants enroll by sending an email to the instructor. The instructor sends out learning materials by electronic means to each participant. Participants submit their assignments electronically to the instructor and receive corrections later. In this way, e-learning is established. Olaniyi (2019) refers to e-learning as the use of electronic media and information communication technologies (ICTs) in education. Broadly speaking, it includes all forms of educational technology in learning and teaching. E-learning is synonymous with multimedia learning, technology-enhanced learning (TEL), computer-based interaction (CBI), computer-based training (CBT), computer-assisted instruction or computer aided instruction (CAI), internet based training (IBT), web-based training (WBT), online education, virtual education, virtual learning environment (VLE) and digital educational collaboration (DEC).

Statement of the Problem

For an already fragile education system, the poor performance, competency and the skills of business education graduates in the use of e-learning resources poses unprecedented challenges on the government, students and parents that will highlight and could amplify some of the cracks in the system. The nation is gradually grappling with these challenges. Given the state of affairs in the country today, the nation's ability to ensure continuation of learning will depend largely on their ability to swiftly harness available technology, provide adequate infrastructure, and

mobilize stakeholders to prepare for e-learning resources because the world is technologically getting advanced and it is sometimes referred to as a global village. The reason for this assertion is attributed to the influence of information and communication technology world-wide. E-learning has become popular in business education instructional delivery method, most especially in tertiary institutions in Europe, America, and other developed and technologically advanced countries. In Nigeria, its usage as instructional method of teaching and learning in business education programme of universities needs to be emphasized in line with what obtains in other part of the world. Pedagogic application of information communication technology (ICT) involves effective learning with the aid of computer and other information technologies serve as learning aids, which play complementary roles in teaching and learning situations. Technologies such as; e-learning which necessitate and facilitate learning, the use of new method promotes learning at a distance and on one's own pace, simulation, use of data base, changes in terms of teaching strategy, role of the teacher and context of the curricular is made obvious and inevitable.

Utilization of e-learning resources and technologies enhances motivation, help recall previous learning, and provides new instructional stimulus for the learners. However, there is a rising dissatisfaction among employers of labour on the poor performance and competency and the skills of business education graduates in the use of e-learning resources in the new world of work, especially where workers work independently from home. The implication of this is that business education graduates may become unemployable and unfit either in a paid job or self-employment and sustainability due to the congestion of lecture hall in Nigeria universities that will not give room for effective teaching and learning business education courses. Hence the need to determine the awareness and utilization of e-learning resources for teaching and learning Business Education courses.

Purpose of the Study

The purpose of this study is to assess the utilization of e-learning resources for teaching and learning business education courses. Specifically, the study sought to:

1. Determine the level of lecturers and students' awareness of e-learning resources available for effective teaching and learning business education courses.
2. Examine the extent to which e-learning resources are effectively utilized for teaching and learning business education courses.

Research Questions

The following research questions guided the study:

1. What is the level of lecturers and students awareness of e-learning resources

- for effective teaching and learning business education courses?
2. To what extent are e-learning resources utilized for teaching and learning business education courses?

Research Hypotheses

The following null hypotheses are formulated and tested at 0.05 level of significance:

- Ho₁: There is no significant difference between the mean ratings of lecturers and students on the level of awareness of e-learning resources available for effective teaching and learning business education courses.
- Ho₂: There is no significant difference between the mean ratings of lecturers and students on the extent of effective utilization of e-learning resources for teaching and learning business education courses.

Methodology

A descriptive survey research design was adopted in the study. The population comprised 41 business education lecturers and 1,256 business education students in all the six universities in South-Western Nigeria that offer business education programme. The researcher used the entire population of 41 business education lecturers in all the six universities. This is because the population of the business education lecturers is small and manageable. Umoru (2014) asserts that where population of the study is small or manageable, the entire population can be used and there was no sampling for population size of the business education lecturers. The population size of all the 2022/2023 academic session final year business education students in all the six universities in South-Western Nigeria is considered too large for this study. Thus a sample size of 32 students of University of Lagos, Akoka; 19 students of Lagos State University, Ojoo; 149 students of Tai Solarin University of Education, Ijebu-Ode; 41 students of Olabisi Onabanjo University, Ago-Iwoye; 49 students of Ekiti State University, Ado-Ekiti and 26 students of Federal University, Oye-Ekiti respectively were chosen using simple random sampling method. This method ensures that every member of the population has equal chance of being selected as a member of the sample. Therefore, the total sample size is three hundred and fifty seven. Questionnaire was used for gathering of data for the study. It has 56 items. The questionnaire has two sections relating to the two research questions for the study and was based on four rating scale Highly Aware: Very Great Extent, Aware: Great Extent, Partly Aware: Moderate Extent and Not Aware: Low Extent.

The instrument was pilot tested using 10 business education lecturers and 90 business education students in Al-Hikmah University, Kwara State and University of Ilorin, Kwara State. The Cronbach's alpha reliability test was used to measure the internal consistency of the instrument. The analysis showed that the instrument achieved reliability coefficient of 0.87 which is high and positive. The researcher administered the instrument with the help of three trained research assistant from the covered universities. The return rate was 100 percent. The mean score and standard

deviation were used to analyze the data to answer the research questions. The hypotheses were tested at 0.05 level of significance ($p = 0.05$) using independent samples t-test and one-way Analysis of Variance (ANOVA).

Results and Data Analyses

Research Question 1: What is the level of lecturers and students awareness of e-learning resources for effective teaching and learning business education courses?

Table 1: Respondents' Mean and Standard Deviation Ratings on Awareness of e-learning Resources

S/N	Item Statements	Resp.	N	X	SD	Remarks
1	Computers/ laptop is aware as e -learning resource for teaching and learning business education courses	Students Lecturers	316 41	3.24 3.52	0.47 0.50	Aware Highly Aware
2	There is awareness of video t ape/ recorder as e-learning resource for teaching and learning business education courses	Students Lecturers	316 41	2.89 3.04	0.74 0.73	Aware Aware
3	iLearn is aware as e -learning resource for teaching and learning business e ducation courses	Students Lecturers	316 41	1.37 1.66	0.73 0.90	Not Aware Not Aware
4	Slide p rojector can be used as e -learning resource for teaching and learning business education courses	Students Lecturers	316 41	2.14 2.41	0.77 0.63	Partly Aware Partly Aware
5	Audio t ape/ recorder is aware as e -learning resource for teaching and learning business education courses	Students Lecturers	316 41	2.95 3.00	0.69 0.73	Aware Aware
6	Awareness of virtual classroom as e -learning resource for teaching and learning business education courses	Students Lecturers	316 41	1.95 1.80	0.65 0.89	Partly Aware Partly Aware
7	Awareness of iPad as e-learning resource for teaching and learning business e ducation courses	Students Lecturers	316 41	3.27 3.95	0.69 0.30	Highly Aware Highly Aware
8	Awareness of computer laboratory as e -learning resource for teaching and learning business education courses	Students Lecturers	316 41	3.25 3.02	0.60 1.15	Highly Aware Aware
9	Awareness of p rinter for printing hardco pies for teaching and learning business e ducation courses	Students Lecturers	316 41	3.74 3.50	0.45 0.50	Highly Aware Highly Aware
10	Awareness of i nternet facilities as e -learning resource for teaching and learning Business education courses	Students Lecturers	316 41	3.36 4.00	0.62 0.68	Highly Aware Highly Aware
11	Digital camera is aware as one of the e -learning resou rces for teaching and learning business education courses	Students Lecturers	316 41	3.26 3.40	0.46 0.73	Highly Aware Highly Aware
12	E-learning multimedia projector is aware as e -learning resource for teaching and learning business education courses	Students Lecturers	316 41	2.05 2.41	0.64 0.91	Partly Aware Partly Aware

13	Awareness of blog as e-learning resource for teaching and learning business education courses	Students	316	2.11	0.43	Partly Aware
		Lecturers	41	2.23	0.79	Partly Aware
14	Webcams is aware as one of the e-learning resources for teaching and learning business education courses	Students	316	3.14	0.75	Aware
		Lecturers	41	2.21	0.41	Partly Aware
15	Awareness of online / virtual library as e-learning resource for teaching and learning business education courses	Students	316	3.16	0.60	Aware
		Lecturers	41	3.64	0.82	Highly Aware
16	Software packages is aware as e-learning resource for teaching and learning business education courses	Students	316	3.25	0.54	Highly Aware
		Lecturers	41	3.80	0.45	Highly Aware
17	Awareness of e-books readers as one of the e-learning resources for teaching and learning business education courses	Students	316	3.23	1.04	Aware
		Lecturers	41	2.80	0.59	Aware
18	Awareness of local area network as e-learning resource for teaching and learning business education courses	Students	316	3.30	0.98	Highly Aware
		Lecturers	41	2.76	0.48	Aware
19	Awareness of email facilities as e-learning resource for teaching and learning business education courses	Students	316	3.66	0.58	Highly Aware
		Lecturers	41	2.83	1.12	Aware
20	Wi-Fi is aware as e-learning resource for teaching and learning business education courses	Students	316	3.12	0.71	Aware
		Lecturers	41	3.19	1.15	Aware
21	Awareness of memory cards as one of the e-learning resource for teaching and learning business education courses	Students	316	3.60	0.52	Highly Aware
		Lecturers	41	3.02	0.15	Aware
22	Wide area network is aware as one of the e-learning resource for teaching and learning business education courses	Students	316	3.56	0.62	Highly Aware
		Lecturers	41	2.95	0.30	Aware
23	Awareness of Twitter as e-learning resource for teaching and learning business education courses	Students	316	3.20	0.80	Aware
		Lecturers	41	3.50	0.50	Highly Aware
24	Skype is aware as e-learning resource for teaching and learning business education courses	Students	316	1.97	1.00	Partly Aware
		Lecturers	41	2.00	1.43	Partly Aware
25	Awareness of SMART board / interactive whiteboard as e-learning resource for teaching and learning business education courses	Students	316	3.18	0.53	Aware
		Lecturers	41	3.30	0.51	Aware
26	YouTube is aware as e-learning resource for teaching and learning business education courses	Students	316	3.62	0.50	Highly Aware
		Lecturers	41	2.85	0.56	Aware
27	Awareness of search engine (e.g. google.com, firefox.com) as e-learning resource for teaching and learning business education courses	Students	316	3.59	0.53	Highly Aware
		Lecturers	41	2.73	0.62	Aware
28	Facebook is aware as one of the e-learning resources for teaching and learning business education courses	Students	316	3.55	0.55	Highly Aware
		Lecturers	41	3.47	0.50	Aware
Weighted average				3.00	1.55	Aware

Source: Field Survey, 2023

Table 1 reveals the item by item analysis of the level of lecturers and students awareness of e-learning resources for effective teaching and learning business education courses. The result revealed that both lecturers and students are highly aware or aware of computer, video recorders, audio tapes recorder, iPad, computers laboratories, printers, internet facilities, digital cameras, online/virtual libraries, software packages, e-books, local area networks, email facilities, Wi-Fi, memory cards, WANS, Twitter, SMART, YouTube, search engines, and Facebook, with their mean scores within 2.50–4.00. The result analysis also revealed that both lecturers and students are partly aware or not aware of iLearn, slide projectors, virtual classrooms, e-learning multimedia projector, blogs and Skype, with mean scores ranging between 1.00–2.49. Table 1 shows a calculated weighted average mean and standard deviation of 3.00 and 1.55, which indicate that all the constructs e-learning resources for teaching and learning business education courses are aware. This implies that the respondents are aware of e-learning resources for teaching and learning business education courses (mean = 3.00, SD = 1.55).

Research Question 2: To what extent are e-learning resources utilized for teaching and learning business education courses?

Table 2: Respondents' Mean and Standard Deviation Ratings on Utilized e-learning Resources

S/N	Item Statement	Resp.	N	X	SD	Remarks
29	Computers/ laptop is utilized for e-learning resource for teaching and learning business education courses	Students	316	3.32	0.58	Great Extent
		Lecturers	41	3.50	0.50	Very Great Extent
30	Video tape/ recorder is utilized for e-learning resource for teaching and learning business education courses	Students	316	1.48	0.65	Low Extent
		Lecturers	41	2.09	0.44	Mod. Extent
31	iLearn is utilized for e-learning resource for teaching and learning business education courses	Students	316	1.18	0.44	Low Extent
		Lecturers	41	1.80	0.50	Mod. Extent
32	Slide projector is utilized for e-learning resource for teaching and learning business education courses	Students	316	1.29	0.53	Low Extent
		Lecturers	41	1.71	0.55	Low Extent
33	Audio tape / recorder is utilized for e-learning resource for teaching and learning business education courses	Students	316	1.30	0.52	Low Extent
		Lecturers	41	1.50	0.50	Low Extent
34	Virtual classroom is utilized for e-learning resource for teaching and learning business education courses	Students	316	1.17	0.43	Low Extent
		Lecturers	41	1.02	0.15	Low Extent
35	iPad is utilized for e-learning resource for teaching and learning business education courses	Students	316	1.65	0.81	Mod. Extent
		Lecturers	41	1.54	0.55	Mod. Extent
36	Computer laboratory is utilized for e-learning resource for teaching and learning business education courses	Students	316	1.59	0.83	Low Extent
		Lecturers	41	2.47	0.59	Mod. Extent
37	Printer is utilized for printing hardcopies for teaching and learning business education courses	Students	316	3.36	0.50	Great Extent
		Lecturers	41	3.50	0.54	Very Great Extent

38	Internet facilities are utilized for e-learning resource for teaching and learning business education courses	Students	316	1.58	0.82	Low Extent
		Lecturers	41	1.69	0.89	Low Extent
39	Digital camera is utilized for e-learning resources for teaching and learning business education courses	Students	316	1.12	0.36	Low Extent
		Lecturers	41	1.00	0.40	Low Extent
40	E-learning multimedia projector is utilized for e-learning resource for teaching and learning business education courses	Students	316	1.26	0.45	Low Extent
		Lecturers	41	1.50	0.50	Low Extent
41	Blog is utilized for e-learning resource for teaching and learning business education courses	Students	316	1.43	0.64	Low Extent
		Lecturers	41	1.28	0.49	Low Extent
42	Webcams is utilized for e-learning resources for teaching and learning business education courses	Students	316	1.19	0.40	Low Extent
		Lecturers	41	1.02	0.15	Low Extent
43	Online/ virtual library is utilized for e-learning resource for teaching and learning business education courses	Students	316	1.32	0.55	Low Extent
		Lecturers	41	1.50	0.48	Low Extent
44	Software packages are utilized for e-learning resource for teaching and learning business education courses	Students	316	2.88	0.79	Great Extent
		Lecturers	41	2.71	1.13	Great Extent
45	E-book readers are utilized for e-learning resources for teaching and learning business education courses	Students	316	1.78	0.92	Mod. Extent
		Lecturers	41	1.54	0.55	Low Extent
46	Awareness of local area network is utilized for e-learning resource for teaching and learning business education courses	Students	316	2.86	0.63	Great Extent
		Lecturers	41	2.61	0.66	Great Extent
47	Email facilities are utilized for e-learning resource for teaching and learning business education courses	Students	316	2.03	1.07	Mod. Extent
		Lecturers	41	1.54	0.55	Mod. Extent
48	Wi-Fi is utilized for e-learning resource for teaching and learning business education courses	Students	316	2.33	0.96	Mod. Extent
		Lecturers	41	1.50	0.55	Low Extent
49	Memory cards are utilized for e-learning resource for teaching and learning business education courses	Students	316	2.84	0.80	Great Extent
		Lecturers	41	3.21	0.89	Great Extent
50	Wide area network is utilized for e-learning resource for teaching and learning business education courses	Students	316	2.39	0.80	Mod. Extent
		Lecturers	41	2.38	0.69	Mod. Extent
51	Twitter is utilized for e-learning resource for teaching and learning business education courses	Students	316	1.23	0.43	Low Extent
		Lecturers	41	1.57	0.63	Low Extent
52	Skype is utilized for e-learning resource for teaching and learning business education courses	Students	316	1.16	0.39	Low Extent
		Lecturers	41	1.11	0.41	Low Extent
53	SMART board/Interactive whiteboard is utilized for e-learning resource for teaching and learning business education courses	Students	316	3.02	0.79	Great Extent
		Lecturers	41	3.40	0.73	Great Extent
54	YouTube is utilized for e-learning resource for teaching and learning business education courses	Students	316	1.38	0.59	Low Extent
		Lecturers	41	1.64	0.82	Low Extent

55	Search engine (e.g. google.com , firefox.com) is utilized for e-learning resource for teaching and learning business education courses	Students	316	3.27	0.82	Great Extent
		Lecturers	41	3.50	0.99	Very Great Extent
56	Facebook is utilized for e-learning resources for teaching and learning business education courses	Students	316	3.67	0.84	Very Great Extent
		Lecturers	41	3.54	0.55	Very Great Extent
Weighted average				2.01	0.58	Mod. Extent

Source: Field Survey, 2023

Table 2 reveals the item by item analysis of the extent to which e-learning resources are being utilized by lecturers and students for effective teaching and learning in business education courses. The result analysis revealed that both lecturers and students responded to a very great extent to great extent on computers, printers, software packages, LAN, memory cards, SMART, search engine and Facebook, are utilized with mean scores ranging between 2.50–4.00. The result analysis revealed that both lecturers and students responded moderate extent or low extent on computers laboratories, video recorders, iLearn, slide projectors, audio tapes recorders, virtual classrooms, iPad, internet facilities, digital camera, e-learning, blog, webcams, online/virtual libraries, eBooks, email services, Wi-Fi, WAN, Twitter and YouTube, with mean scores ranging within 1.00 – 2.49. Table 2 shows a calculated weighted average mean and standard deviation of 2.01 and 0.58, which indicate that all the constructs utilization of e-learning resources for teaching and learning business education courses to a moderate extent. This implies that the respondents are utilizing e-learning resources for teaching and learning business education courses to a moderate extent (mean = 2.01, SD = 0.58).

Test of Hypotheses

Hypothesis 1: There is no significant difference between the mean ratings of lecturers and students on the level of awareness of e-learning resources available for effective teaching and learning business education courses

Table 3: t-test analysis of the significant difference between the mean ratings of lecturers and students on the level of awareness of e-learning resources

Variables	N	\bar{X}	SD	Df	t-cal	p-value	...	Remark
Student	316	84.83	14.96					
				355	0.694	0.491	0.05	Not significant
Lecturer	41	83.14	14.14					

Source: Field Survey, 2023

Table 3 show a significant difference in the mean ratings of lecturers and students on the level of awareness of e-learning resources available for effective teaching and learning business education courses. At 355 degrees of freedom and a t-cal value of 0.694; the p-value is greater than 0.05 (df = 355; p > 0.05). This means that the null hypothesis is not rejected therefore there is no significant difference between the mean ratings of lecturers and students on the level of awareness of e-learning resources available for effective teaching and learning business education courses.

Hypothesis 2: There is no significant difference between the mean ratings of lecturers and students on the extent of utilization of e-learning resources for effective teaching and learning business education courses

Table 4: t-test analysis of the significant difference between the mean ratings of lecturers and students on the extent of utilization of e-learning resources

Variables	N	\bar{X}	SD	Df	t-cal	p-value	α -value	Remark
Student	316	52.96	15.47					
				355	1.008	0.318	0.05	Not significant
Lecturer	41	55.19	13.18					

Source: Field Survey, 2023

Table 4 show a significant difference in the mean ratings of lecturers and students on the extent of utilization of e-learning resources for effective teaching and learning business education courses. At 355 degrees of freedom and a t-cal value of 1.008; the p-value is greater than 0.05 (df = 355; p > 0.05). This means that the null hypothesis is not rejected; therefore there is no significant difference between the mean ratings of lecturers and students on the extent of utilization of e-learning resources for effective teaching and learning business education courses.

Discussion of Findings

The findings in research question one revealed that both lecturers and students are aware of the majority of e-learning resources for effective teaching and learning in business education courses. This finding agreed with the finding of Oladeji and Sikiru (2021) that lecturers and students are aware of synchronous e-learning technologies in the teaching and learning of business education courses. The corresponding hypothesis revealed that there is no significant difference between the mean ratings of lecturers and students on the level of awareness of e-learning resources available for effective teaching and learning business education courses. This finding supported the finding of Oladeji and Sikiru (2021) that *there is no*

significant difference in the mean ratings of lecturers and students on e-learning technologies in teaching and learning of business education courses in universities, Kwara State.

The findings in research question two revealed that lecturers and students utilize e-learning resources for effective teaching and learning in business education courses to a moderate extent or low extent. The present finding supports that of Ayemhenre and Okolo (2019) who found that business education students were not efficiently and academically utilizing e-mail as a component of internet facilities but were maximizing the utilization of the World Wide Web (WWW), which is well is an internet facility available to them. The present finding also corroborated that of Babalola, et al (2019) that Google Plus, YouTube, LMS, and video audio were not utilized for e-learning. This finding was in tandem with the finding of Oluwalola and Awodiji (2019) that e-learning facilities are moderately available and the few available ICT resources are rarely utilized in the teaching of business education. The corresponding hypothesis revealed that there is no significant difference between the mean ratings of lecturers and students on the extent of effective utilization of e-learning resources. This finding supported that of Ukor, et al (2014) who found that there is no significance between lecturers and students on the level of utilization of e-learning tools in teaching and learning in business studies.

Conclusion

Based on the findings of the study, it was discovered that e-learning is an essential structural tool that is required for effective and efficient instructional delivery for business education programme in Nigerian tertiary institutions. It was concluded that both lecturers and students are majorly aware of e-learning resources but business education lecturers and business education students are utilized e-learning resources for teaching and learning business education courses to a moderate extent or low extent. It was also concluded that business educators can understand how to effectively integrate e-learning resources into their teaching methods by designing more engaging and interactive online materials, leading to improved learning outcomes.

Recommendations

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

1. The government and stakeholders in education should make adequate budgetary allocations for the provision of e-learning resources so as to increase their awareness among lecturers and students.
2. The government and management of tertiary institutions in south-west Nigeria should introduce platforms for e-learning usage by providing the required infrastructure and electricity power supply so as to make students competent in the usage of synchronous e-learning modules.

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