

**EXTENT OF UTILIZATION OF E-LEARNING RESOURCES BY BUSINESS  
EDUCATION STUDENTS IN PUBLIC TERTIARY INSTITUTIONS IN  
ENUGU STATE, NIGERIA FOR CLASS ASSIGNMENTS**

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**Abstract**

*The study ascertained the extent of utilization of e-learning resources by business education students in public tertiary institutions in Enugu State for class assignments. One research question guided the study and two hypotheses tested. A total of 1407 business education students in four public tertiary institutions in Enugu State made up the population of the study. A sample size of 312 students was drawn using Taro Yamane formular. The research instrument for data collection was a structured questionnaire titled "The Extent of Utilization of E-learning Resources by Business Education Students" (EUEBES). Three experts validated the instrument. The reliability of the instrument was ensured by administering 20 copies to business education students in Anambra State and Cronbach alpha was used to analyse data collected and correlation coefficient of 0.94 was obtained. Mean was used to answer the research question while z-test was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed among others that business education students in public tertiary institutions utilized e-learning resources for class assignments to a high extent. To encourage the utilization of e-learning by business education students, it was recommended, among others, that the business educators in public tertiary institutions in Enugu State should give students class assignments to be done and submitted through any of the e-learning platforms.*

**Key words:** Utilization, e-learning resources, business education students, public tertiary institutions.

**Introduction**

Nowadays, people can get information about anything just with a click of the mouse. The difficulties experienced by the old means of message transfer (Telegrams, mails by post, and so on) have been removed as the internet provides 'one-touch-one-delivery' service to users anywhere in the world. The impact of ICT on education is enormous. The ICTs are potentially powerful enabling tools for educational change and reform. When used appropriately, different ICT gadgets help to expand access to education, strengthen the relevance of education to the increasingly digital work place, and raise educational quality by helping to make teaching and learning an engaging active process that is connected to real life.

E-learning is an inclusive term that describes educational technology that electronically or technologically supports learning and teaching. E-learning literally means electronic learning, (learning by electronic means and through electronic devices). Parks (2013) suggested that “e-” should refer to “everything, everyone, engaging and easy” in addition to ‘electronic’. Developments in internet and multimedia technologies are the basic enablers of e-learning, with consulting, content, technologies, services and support being identified as the five key sectors of the e-learning industry (European Commission, in Olatoye, 2015). Regardless of the educational level or stage, e-learning can be adopted, used or applied in education for effective teaching and learning. E-learning is a learner-controlled, self-paced education environment where the learner has authority over the learning environment; by allowing learners to work at their pace and convenience (Eke, 2011). The extent to which e-learning assists or replaces other learning and teaching approaches is varied, ranging on a continuum from none to fully online distance learning (Bates & Poole, 2013).

Ipaye (2011) listed some of these resources to include websites, wikis, blogs, e-mail, twitters, course management systems, video/audio podcasts, facebook, threaded discussion lists, video/audio text chat, videoconferences software components. Business education students in tertiary institutions seem not to be aware of e-learning applications and as such there seems to be underutilization of ICT gadgets in education. It appears that the unavailability of e-learning infrastructure, like digital libraries, computer studios, among others, in tertiary institutions have affected students’ utilization of such e-learning tools. Some students have access to e-learning through personal computers, computers owned by friends or family members, mobile phones, cyber café, and so on. There seems to be a disparity in how students utilize e-learning as a result of the various means of access to e-learning tools they have.

It is generally believed that with the advent of information and communications technology, e-learning is among the catalysts that will drive learning. Thus, e-learning should become an integral part of learning in tertiary institutions. Another rationale could be seen in the fact that the world of the 21st century can aptly be called an e-driven world (Oye, Lahad, Madar & Rahim, 2012). For any electronic learning technology to be effective, students must be aware of what it entails, be motivated and competent to use it. However, due to difficulties in lack of ICT implementation in overcrowded classrooms; insufficient training, lack of learning support materials and support, curriculum overload, lack of clear planning and assessment, and severe pressure on lecturers to increase their research outputs, integration of e-learning may not be a priority for lecturers (Oye et al., 2012). There is therefore the need for students to use e-learning to complement the efforts of the lecturers and classroom lectures. Goktas, Yildirim and Yildirim (2009) found that when students are motivated to engage in e-learning, learning becomes more interesting to such students because they see how acquiring practical skills and learning to solve problems contribute to future success. Teo (2008) also reported that e-learning support higher order thinking skills in learners through their own constructive thinking. Through electronic learning, students are likely to gain some skills that will allow participation in the global platforms which is very vital for students to stay competitive in the global village.

Access to e-learning resources should facilitate usability of technology in education. Where students do not have access to e-learning facilities like computers and internet connection, the issue of utilization will be a mere tale. Some business education students have personal computers and internet connection. Some others rely on the e-learning resources provided by their institutions. The importance of having access to these e-learning facilities cannot be overemphasized. Kinley (2010) pointed out that the provision of computer laboratories, digital libraries and access to the internet, will lead to better teaching and learning processes.

The utilization of e-learning by business education students is dependent on their level of computer literacy. Computer literacy has to do with the degree of proficiency of students in basic computer oriented operations. Olusegun, Oluwafemi and Sushil (2006) noted that the utilization of e-learning resources is affected by the level of computer literacy of the students. This is because when students are knowledgeable in the usage of e-learning resources, they will be able to complete their class assignments electronically. Students who are not competent in the general use of computers will not be able to utilize them for educational purposes, and hence they will be discouraged. Teachers can create a climate or environment in which e-learning resources can be utilized by business education students to embark on a research project or carry out class assignments to seek solution to a known problem.

Omo-Ettu in Okereke (2005) reported that in developed countries, electronic mail, real time text conferencing, peer tutorials, and online tutorials have been used in the teaching and learning process for several years. Through the provision of the internet by the schools, students who are stuck at home due to bad weather or sickness can complete their assignments. Some schools allow students to retrieve textbook information, check and complete assignments from their personal computers. Students get 24 hours access to classroom assignments, study guides, daily worksheets and their teachers through e-mail.

Gender can be an influencing factor to the utilization of e-learning by business education teachers and students. Summer in Agboola (2006) suggested that male students experience lesser anxiety about ICT and make more frequent use of it. Similarly, female students are assumed to show lower confidence or knowledge ability than males about using computers. The type of institution could influence the success of e-learning integration. The utilization of e-learning resources in colleges of education and universities might differ. It is possible that the management of tertiary institutions can view the utilization of e-learning from different perspective.

The modern trends in business which include the digitalization of business operations; e-banking; e-commerce; among others, form the basis for encouraging the use of e-learning in today's business education training programme. Students who undergo the business education programme should therefore be able to utilize e-learning resources in class assignments. As the move towards e-learning in higher education continues to grow, the more important it becomes to examine the utilization of electronic learning among business education students in Enugu State public tertiary institutions. This drive to find out how business education students in Enugu State public tertiary institutions utilize e-learning resources, necessitated this research.

### **Statement of the Problem**

The importance of e-learning is enormous, it seems that its utilization in instruction and learning in Nigerian tertiary institutions is abysmally low compared to other developed climes. Also, research in the area of utilization of e-learning resources for class assignments is scanty.

In addition, there seems to be lack of computer literacy among business education students in public tertiary institutions which, according to Manir (2011), impede the rapid integration of the new technologies. When students are not computer literate, they would find it difficult to adapt to the use of e-learning resources in education.

### **Purpose of the Study**

The major purpose of this study was to determine the extent of utilization of e-learning resources by business education students in public tertiary institutions in Enugu State for class assignments. Specifically, the study determined the extent business education students in Enugu State public tertiary institutions utilized e-learning resources for class assignments.

### **Research Question**

To what extent do business education students in Enugu State public tertiary institutions utilize e-learning resources for class assignments?

### **Hypotheses**

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

1. Gender has no significant influence on the mean responses of business education students in public tertiary institutions in Enugu State on their extent of utilization of e-learning resources for class assignments.
2. There is no significant difference in the mean responses of business education students from universities and colleges of education on their extent of utilization of e-learning resources for class assignments.

### **Method**

The study adopted descriptive survey design. The study was carried out in Enugu State which is located in the South Eastern part of Nigeria. The population for this study comprised 1407 business education students in the four tertiary institutions offering business education in Enugu State. The sample size for the study was 312 obtained using the Taro Yamane formula. Consequently, business education students were selected using proportionate stratified random sampling technique. Proportionate stratified random sampling technique is used by a researcher to divide the population of a study into sub-groups or strata depending on the number and type of sub-groups that exist in the population (Akuezuilo & Agu, 2007). Data for this study were collected through the use of a structured questionnaire, developed by the researchers from the review of related literature. The instrument for data collection was subjected to face validation by two experts in business education and one in test and measurement. Data collected were analysed using Cronbach alpha resulting in the reliability coefficients of 0.94. The data

collected were analyzed using mean and standard deviation to answer the research question and z-test was used to test the hypotheses.

**Results**

**Research Question 1**

To what extent do business education students in Enugu State public tertiary institutions utilize e-learning resources for class assignments?

**Table 1:**

**Mean responses on the extent business education students in Enugu State public tertiary institutions utilize e-learning resources for class assignments**

| S/N                 | Items   | Mean        | Std. Deviation | Remarks            |
|---------------------|---|-------------|----------------|--------------------|
| 1                   | I process my class assignments with laptops and smart phones  | 4.54        | .86            | Very High Extent   |
| 2                   | I utilize e-learning resources to upload information to the web for my colleagues to do their class assignments | 3.87        | 1.14           | High Extent        |
| 3                   | I use e-mail to complete and send class assignments   | 3.51        | 1.39           | High Extent        |
| 4                   | I download information from the web for my class assignments  | 3.87        | 1.02           | High Extent        |
| 5                   | I use internet facilities for my class assignments  | 3.95        | 1.03           | High Extent        |
| 6                   | I interact with colleagues when carrying out class assignments from e-learning applications                     | 3.41        | 1.08           | Moderate Extent    |
| 7                   | I use MS word for typing my class assignments   | 3.71        | 1.18           | High Extent        |
| 8                   | I use power point to present completed class assignments  | 3.27        | 1.21           | Moderate Extent    |
| <b>Cluster Mean</b> |   | <b>3.77</b> |                | <b>High Extent</b> |

The item by item analysis in Table 1 shows that all the items achieved mean scores ranging from 3.27 to 4.54. One item indicates very high extent, five items reveal high extent while the other two items show moderate extent on the extent of utilization of e-learning resources for class assignments. The cluster mean score of 3.77 indicates that on the whole, business education students in Enugu State rated utilization of e-learning resources for class assignments to a high extent. The standard deviations showed homogeneity of the respondents.

**Test of Hypotheses**

**Hypothesis 1**

**Table 11: The z-test summary of the difference between the mean ratings of business education students on their extent of utilization of e-learning resources as a result of gender for class assignments.**

| <b>Gender</b> | <b>N</b> | <b><math>\bar{X}</math></b> | <b>SD</b> | <b>P-val</b> | <b><math>\alpha</math></b> | <b>df</b> | <b>z-crit</b> | <b>Remark</b> |
|---------------|----------|-----------------------------|-----------|--------------|----------------------------|-----------|---------------|---------------|
| Male          | 121      | 29.51                       | 4.80      | .045         | 0.05                       | 292       | 1.960         | Significant   |
| Female        | 173      | 30.59                       | 4.31      |              |                            |           |               |               |

Data in Table 2 show that the p-value of 0.045, is less than the alpha level of 0.05 at 292 degree of freedom. The result indicates that male business education students in Enugu State public tertiary institutions with a mean score of 29.51, and female business education students with a mean score of 30.59 differ on their extent of utilization of e-learning resources for class assignments. The null hypothesis is therefore rejected. Therefore, there is a significant difference in the mean ratings of business education students in Enugu State tertiary institutions on their extent of utilization of e-learning resources for class assignments as a result of gender.

**Hypothesis 2**

**Table 3: The z-test summary of the difference between the mean ratings of business education students on their extent of utilization of e-learning resources as a result of type of institution for class assignments.**

| <b>Institution type</b> | <b>N</b> | <b><math>\bar{X}</math></b> | <b>SD</b> | <b>P-val</b> | <b><math>\alpha</math></b> | <b>df</b> | <b>z-crit</b> | <b>Remark</b>   |
|-------------------------|----------|-----------------------------|-----------|--------------|----------------------------|-----------|---------------|-----------------|
| University              | 140      | 30.04                       | 5.20      | .711         | 0.05                       | 292       | 1.960         | Not Significant |
| Colleges of Education   | 154      | 30.24                       | 3.87      |              |                            |           |               |                 |

Data in Table 3 indicate that business education students in universities

in Enugu State have a mean score of 30.04 in their extent utilization of e-learning resources for class assignments while those in the colleges of education have a mean score of 30.24. The p-value of .711 is greater than the alpha level of 0.05 at 292 degree of freedom. Since the p-value is greater than the significant value, the null hypothesis is retained. This implies, therefore, that there is no significant difference between the mean ratings of business education students in Enugu State tertiary institutions on their extent of utilization of e-learning resources for class assignments as a result of institution type.

### **Discussions of the Findings**

Finding of the study revealed that the business education students in Enugu State public tertiary institutions utilized e-learning resources for class assignments at a high extent. This corroborates the views of Manir (2011) who pointed out that students process their assignments using the computer. Manir also noted that there is tremendous growth of computer equipment and internet utilization by staff and students of Nigerian tertiary institutions. This shows that to some extent, e-learning resources are being highly utilized by business education students in tertiary institutions which contradicts the views of Abubakar (2010). The study also showed that majority of business education students in Enugu State public tertiary institutions utilized e-learning resources like e-mail to send and complete assignments, MS word and Power point for completing and presentating of class assignments. This finding is in disagreement with the submission of Olusegun, Oluwafemi and Sushil (2006) who contended that the utilization of e-learning is affected by the level of computer literacy of the students. Students who are not competent in the general use of computers will not be able to utilize them for educational purposes. They argued that students would be able to adapt to e-learning processes introduced to them if they had the basic computer competence needed.

The study also revealed that there was a significant difference in the mean responses of business education students in Enugu State public tertiary institutions on their utilization of e-learning resources for class assignments as a result of gender. This means that male and female students differed on their extent of utilization of e-learning resources for class discussions. This corroborates the findings of Summer in Agboola (2006) who noted that male students experience less anxiety about ICT and make more frequent use of it and that female students are assumed to show lower confidence or knowledge ability than males about using e-learning resources.

The test of hypothesis also revealed that there was no significant difference in the mean responses of business education students in universities in Enugu State and their counterparts in colleges of education on their extent of utilization of e-learning resources for class assignments. This means that business education students in public universities in Enugu State do not differ on their extent of utilization of e-learning resources for class discussions. As a result, institution type does not significantly determine the level of utilization of e-learning resources by business education students. The finding is in line with Eke (2011) and Okiki (2011) who both submitted that the use of e-learning resources has begun in public tertiary institutions.

### **Conclusion**

Based on the findings of the study, it is concluded that business education students in public tertiary institutions in Enugu State utilized e-learning resources for class assignments to a high extent. Similarly, students can access the internet and other e-learning resources through their mobile phones, personal laptops, digital libraries and computer studios provided by the institutions.

### **Recommendations**

Based on the findings, the following recommendations are made:

1. Management of such institutions should urgently provide the right electronic resources and opportunities that would foster learner participation in the learning process. Training and workshops should be organised for business educators and
2. Gender balance should be maintained in providing and accessing e-learning resources. This is because gender does not matter.
3. Business educators should give students class assignments to be done and submitted through any of the e-learning platforms.

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