

**CONSTRAINTS TO THE USE OF E-LEARNING RESOURCES IN THE  
TEACHING OF BUSINESS STUDIES IN UPPER BASIC SCHOOLS IN OWERRI  
NORTH LOCAL GOVERNMENT AREA OF IMO STATE**

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***Abstract***

*The study was an investigation into the Constraints militating against the use of e-learning resources in the teaching of Business Studies in upper basic schools in Owerri North Local Government Area of Imo State, Nigeria. Survey research design was adopted for the study. The sample was made up of five hundred and thirty one (531) students, selected through simple random sampling technique. Questionnaires containing question items were used to collect data. The data collected were analyzed using the mean scores. The findings showed that government's inability to provide the necessary computer and internet facilities, inability to provide adequate funding for procurement and maintenance of e-learning resources to schools, lack of trainings, seminars and conferences for teachers and poor attitude and lack of interest of teachers towards the use of e-learning resources were some of the constraints militating against the use of e-learning resources in the teaching of Business Studies in upper basic schools in Owerri North Local Government Area of Imo state Nigeria. Recommendations were finally proffered based on the findings of the study. It was recommended among other things that government should provide the necessary computer and other internet facilities to schools for effective e-teaching and learning. It was also recommended that adequate fund should be made available to school management for maintenance and upkeep of these facilities. The government and management should also make provision for periodic trainings and retraining of teachers through conferences, seminars and workshops to keep pace with the ever dynamic and changing technological word.*

**Keywords:** *Constraints, e-learning, resources, Business Studies, upper basic schools.*

**Introduction**

Business studies is an academic subject taught in schools and at university level in many countries. Its study combines elements of accountancy, finance, marketing, organizational studies and operations. Business studies is a broad subject in the social sciences, allowing the in-depth study of a range of specialties such as accountancy, finance, organization, human resources management and marketing. It is the study of the management of individuals to maintain collective productivity, which accomplishes particular creative and productive goals, usually to generate profits.

The aim of business skill is to inculcate in the young people the need to see business opportunities and ideas and act on them promptly in order to take advantage over others. However, this should not stop at imparting knowledge alone, but ability to teach skill acquisition in various disciplines.

According to Nwaigburu & Eneogwe (2013), business skill occurs when an individual develops a new venture or new approach to an old idea or a unique way of giving the market place a product or service by using resources in a new concept or opportunities with an existing firm. It is also the dynamic process of creating incremental wealth (Hasty & Readon, 2007). Business skill is the creation of an innovative economic organization for the purpose of growth under condition of risks and uncertainties (Dollinger, 2005). However, business studies represents a broad diverse discipline that is included in all types of education delivery system; elementary, secondary and tertiary institutions. It includes education for office occupation, distribution, marketing occupations, accountin, business administration, typewriting, stenography and secretarial education or studies (Nwaigburu & Eneogwe 2013).

Business studies therefore, involves the study of economics and management. It is the study of subjects connected with money and managing a business. The term business is derived from the word busy. Thus, a business means being busy either as an individual or as a society as a whole, doing commercially viable and profitable work. A business can also be seen as an organization that is legally recognized and designed to provide goods and services.

Education is obviously the basic instrument of economic growth and technological advancement of any society. It is in recognition of this fact that governments commit immense resources to ensure the provision of education for their citizens and also tailored their policies towards ensuring that it is made accessible to the generality of their citizenry. However, business studies is an essential element of this general education. It is concerned with the impartation of business orientation and knowledge for personal and national development. Business studies involves teaching students the fundamentals, concepts, theories and processes of business. To this end, the tenet of business studies embraces basic education for teaching career, entrepreneurship, business understanding, office environment and vocational practices. Education in this field occurs at several levels, including primary, secondary and higher education, with the greatest activity in the later.

At the basic education level (secondary school), business studies is embedded with Some benefits for learning. Such as; Assisting the learners/members of the society to acquire knowledge and awareness of business terminologies which are necessary when discussing business issues such as profit and loss, Assisting the individuals in appreciating the role of business in society in provision of goods and services, enabling the learners to acquire basic knowledge, skills and attitudes necessary for the development of self and the nation by starting and operating business, equipping the members of society with knowledge and skills necessary to start and run a business comfortably, making the members of society to

appreciate the need for good business management practices, assisting individual to acquire self-discipline and positive attitude towards work, equipping individual with abilities to promote co-operation in society through trade, enabling the individual to understand the role of government in business activities, equipping individuals with abilities to understand the role of communication and information technology in modern business management, helping the individuals to develop positive attitudes towards the environment, equipping the individual with knowledge and skills required to evaluate business performance, helping individual to develop various intellectual abilities such as inquiry, critical thinking, analysis, interpretation, rational judgement, innovation and creativity, enabling learners to acquire skills for wise buying and selling, creating a firm foundation for further education and training in business and other related fields, and enabling one to understand and appreciate the basic economic issues that affect the society such as increase in prices of goods and services.

For education to really serve as a veritable vehicle for socioeconomic growth and development as well as for the actualization of these lofty objectives of business studies in tandem, educational institutions and its systems must function optimally in relation to its set standards. Historically, business studies did not come about in Nigeria through government, but through the individual initiative of a few Nigerian entrepreneurs. Such individuals were quick to realize the importance of business studies as not only to their personal growth and advantage, but also to national economic growth and development. A learning system based on formalized teaching but with the help of electronic resources is known as e-learning. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of e-learning. E-learning can also be termed as a network enabled transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times. Earlier, it was not accepted wholeheartedly as it was assumed that this system lacked the human element required in learning.

No doubt, it is equally important to take forward the concept of non-electronic teaching with the help of books and lectures, but the importance and effectiveness of technology-based learning cannot be taken lightly or ignored completely. It is believed that the human brain can easily remember and relate to what is seen and heard via moving pictures or videos. It has also been found that visuals, apart from holding the attention of the student, are also retained by the brain for longer periods. Various sectors, including agriculture, medicine, education, business, and government setups are adapting to the concept of e-learning which helps in the progress of a nation.

E-learning involves the use of technology to enhance learning including digital collaboration, satellite broadcasting, CD-ROMS, video and audio conferencing, mobile technology, interactive TV and web based technologies (Bennink, 2004). According to Bennink, many successes in outcomes of learning have been recorded as a result of combination of e-learning with face to face delivery. In the same vein, Eklund, Kay and Lynch (2003) noted that e-learning as a component of flexible learning is a wide set of applications and processes, which use all available electronic media to deliver education

and training. It provides people with a flexible and personalized way to learn. It offers learning-on-demand opportunities and reduces learning cost. According to them, e-learning is individual, customized learning that allows learners to choose and review material at their own pace. They further opined that e-learning may be delivered via numerous electronic media, including the Internet, intranets, extranets, satellite broadcast, audio/videotape, interactive television, and CD-ROM. It is not confined to online learning but it includes computer-based learning, web-based learning, virtual classrooms and digital collaboration. Olaniyi (2006) opined that e-learning is all about learning that occurs on-line. According to him, the convergence of the internet and learning, or internet-enabled learning is called e-learning. In the opinion of Pinto, Selvaggi, Sicignano, Vollono, Iervolino, Amato, Molinari & Grassi (2008), e-learning is an abbreviation of electronic learning, indicating the provision of education and training on the internet or the World Wide Web. They noted that the internet offers numerous advantages compared with other mass media: it provides access to a large amount of information previously known only to individual specialists; it is flexible, permitting the use of images or video; and it allows linking to Web sites on a specific subject, thus contributing to further expand knowledge.

The need to establish the fact that earning business management via business studies or education through e-learning process is now becoming more important and necessary for Nigerian youths and businessmen and women.

### **Statement of the Problem.**

With advancement in information technology in the 21st century, e-learning has become an invaluable technology for teaching, learning and research in education. E-learning involves the use of technology to enhance learning which include digital collaboration, satellite broadcasting, CD-ROMS amongst others. E-learning has so many advantages over the traditional method of teaching and learning. Besides, so many e-learning tools are available for teaching and learning. Unfortunately, despite these numerous advantages, a careful look at Nigerian educational system shows that the use of e-learning recourses is still rather slow or imaginary. We have therefore, not been able to fully take advantage of the benefits associated with the use of this wonderful technological innovation.

One of the reasons for this may be due to ignorance, negative perceptions amongst students and teachers, lack of know-how and; non-availability of e-learning facilities in the system. It is therefore relevant to investigate the constraints to the use of e-learning resources in teaching of business studies in upper basic schools in Owerri North Local Government Area of Imo State.

### **Purpose of the Study**

The purpose of this study was to investigate the problems militating against the use of e-learning resources in the teaching of business studies in upper basic schools in Owerri North Local Government Area of Imo state. Specifically, the study determined to:

1. Ascertain the adequacy of availability of e-learning resources for teaching of business studies in upper basic schools in Owerri North Local Government Area of Imo State.
2. Evaluate the adequacy and availability of incentives and training facilities for business educators for effective use of e-learning resources for teaching business studies in upper basic schools in Owerri North local Government Area of Imo state.

### **Research Questions**

The following research questions were formulated to guide this study:

1. To what extent is the adequacy and availability of e-learning resources for teaching of business studies in upper basic schools in Owerri North Local Government Area of Imo State?
2. How adequate is the availability of incentives and training facilities for business educators for effective use of e-learning resources for teaching business studies in upper basic schools in Owerri North local Government Area of Imo state?

### **Hypotheses**

The following null hypotheses were formulated to guide the study:

- HO<sub>1</sub> : There is no significant difference between the mean ratings of teachers and students on the adequacy of availability of e-learning resources for teaching business studies in upper basic schools in Owerri North Local Government Area of Imo state.
- HO<sub>2</sub>: There is no significant difference between the mean ratings of teachers and students on the availability of incentives and training facilities for business educators for effective use of e-learning resources for teaching business studies in upper basic schools in Owerri North Local Government Area of Imo state.

### **Method**

The study employed a survey research design. The population of the study consists of 3542 upper basic students in the 10 secondary schools in Owerri North Local Government Area of Imo state.

The Sample size of the study was 531 upper basic students. The Sample Technique used was the simple random sampling. In composing the sample, 50% of the 10 schools in the area were selected, which gave rise to 5 schools. In the 5 selected schools, there were a total of 1770. 30% of this population was selected, giving rise to the 531 students that made up the sample.

The instrument for data collection was self-developed questionnaires titled, 'Constraints to the use of E-learning resources in teaching business studies' was structured on a four-point scale. The face and content validation of the instrument was established by experts.

The copies of the questionnaires administered by the researcher were returned and used for computation. The data collected were analyzed using frequency distribution and mean scores.

### **Results**

### **Research Question 1**

How adequate are the availability of e-learning resources for teaching business studies in upper basic schools in Owerri North Local Government of Imo state?

**Table 1.** Mean Responses on the adequacy of availability of e-learning resources for teaching business studies in Upper basic schools in Owerri North Local Government Area of Imo state.

S/N	Items	X	Decision
1.	Lack of computer laboratories.	3.51	Agree
2.	Dearth of trained teachers for e-learning.	3.30	Agree
3.	Lack of facilities.	3.41	Agree
4.	Inadequate infrastructures and equipment.	3.55	Agree
5.	Internet and e-mail facilities.	3.60	Agree
6.	Lack of digital libraries.	3.87	Agree
7.	Inadequate funding	3.50	Agree
8.	Lack of standby generators for regular power supply.	3.38	Agree

N = 400

**Table 1** addresses research question 1.

The table shows that all the respondents agreed that all the variables such as lack of computer laboratories, dearth of trained teachers for e-learning, lack of facilities, inadequate infrastructures and equipment, internet and e-mail facilities, lack of digital libraries, inadequate funding, lack of standby generators for regular power supply are the constraints militating against the effective use of e-learning resources in teaching business studies in upper basic schools in Owerri North Local Government Area of Imo State, Nigeria.

### **Research Question 2.**

How adequate is the availability of incentives and training facilities for business educators for effective use of e-learning resources for teaching business studies in upper basic schools in Owerri North local Government Area of Imo state?

**Table 2.** Mean Responses on the adequacy and availability of incentives and training facilities for business educators for effective use of e-learning resources for teaching business studies in upper basic schools in Owerri North Local Government Area of Imo state.

S/N	Items	X	Decision
1.	Massive computer literacy programme for teachers.	3.51	Agree
2.	Adequate provision of online computers/e-mail.	3.30	Agree
3.	Connection of classrooms/Auditorium to the internet.	3.41	Agree
4.	Procurement of multimedia systems.	3.55	Agree
5.	Provision of incentives for courseware development.	3.60	Agree
6.	Provision of digital libraries.	3.87	Agree
7.	Employment of computer technicians for routine repairs.	3.50	Agree
8.	Provision of standby generators for regular power supply.	3.38	Agree
9.	Provision of security for safeguarding e-learning materials.	3.37	Agree
10.	Training & retraining of teachers through seminars, workshops, and/or conferences.	3.24	Agree

N = 400

Table 2 addresses research question 2.

The table shows that all the respondents agreed that all the variables such as massive computer literacy programme for teachers, adequate provision of online computers/e-mail, connection of classrooms/Auditorium to the internet, procurement of multimedia systems, provision of incentives for courseware development, provision of digital libraries, employment of computer technicians for routine repairs, provision of standby generators for regular power supply, provision of security for safeguarding e-learning materials, training & retraining of teachers through seminars, workshops, and/or conferences are not adequately available and should be provided to improve the use of e-learning resources in teaching business studies in upper basic schools in Owerri North Local Government Area of Imo state.

### **Summary of Findings**

This study was undertaken to ascertain the problems and constraints militating against the use of e-learning resources in the teaching of business studies in upper basic schools in Owerri North Local Government Area of Imo state. The summary of the findings shows that government's and school management's inability to provide the computer and other internet facilities, unavailability of adequate fund to maintain these facilities, lack of constant power supply and poor attitude and interest of teachers and students towards the use of e-learning resources as the constraints to the use of e-learning resources in the teaching of Business Studies in upper basic schools in Owerri North local Government Area of Imo State, Nigeria

### **Discussion Of Findings**

Research question 1, table 1 indicates that vast majority of the respondents agreed that all the items such as lack of computer laboratories, dearth of trained teachers for e-learning, lack of facilities, inadequate infrastructures and equipment, internet and e-mail facilities, lack of digital libraries, inadequate funding, lack of standby generators for regular power supply are constraints militating against the use of e-learning resources in teaching business studies in upper basic schools in Owerri North Local Government Area of Imo state.

This finding is in line with Akpotohwo, Yabrifa and Ogeibiri that dearth of trained teachers for e-learning, lack of facilities, inadequate funding, inadequate infrastructures and equipment militate against the implementation of vocational and technology education in Nigeria.

Research question 2, table 2 indicates that the vast majority of respondents agreed that all the items; massive computer literacy programme for teachers, adequate provision of online computers/e-mail, connection of classrooms/Auditorium to the internet, procurement of multimedia systems, provision of incentives for courseware development, provision of digital libraries, employment of computer technicians for routine repairs, provision of standby generators for regular power supply, provision of security for safeguarding e-learning materials, training & retraining of teachers through seminars, workshops, and/or conferences are strategies for improving the use of e-learning resources in teaching business studies in upper basic schools in Owerri North Local Government Area of Imo State.

The findings agreed with Sundarajan, Evoh, and Nwana that teachers should have adequate training for computer education which in his opinion will encourage the use of e-learning resources in the teaching of Business studies in upper basic schools in Owerri North Local Government Area of Imo state and other Nigerian schools in general.

### **Conclusion**

From the findings, it was found and concluded that some constraints to the use of e-learning resources in teaching business studies in upper basic schools in Owerri North Local Government Area of Imo state actually exist. These constraints include lack of computer facilities and laboratories, dearth of trained teachers who are proficient in e-learning, inadequate infrastructure and equipment, lack of internet facilities and connection, inadequate funding, lack of stand-by generators for constant power supply, poor attitude and lack of interest on some teachers and students, among others. Necessary steps and strategies to tackle the problems were equally suggested.

### **Recommendations**

Based on the findings, the following recommendations were made:



1. The government should embark on a massive computer literacy training programme for teachers at all levels. This should be accomplished through in-service training of teachers, workshops, seminars, and conferences.
2. For students, computer education should be a compulsory subject and enforced at all levels in secondary schools at the state and federal level.
3. All classrooms and auditoriums in the schools should be connected to the internet in order to enhance web-based instructions.
4. Our schools should be properly and adequately funded for the procurement of relevant computer and internet facilities and other e-learning resources for use in the teaching of Business studies in our school

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