

Availability of E-Learning Facilities in Teaching and Learning of Undergraduate Business Education in Rivers State Universities

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Abstract

The study investigated the availability of e-learning facilities in teaching and learning of undergraduate business education in Rivers State universities. The research adopted a descriptive survey design. Two research questions and two hypotheses were posed to guide the study. The population for the study was all 2,916 Business Education students and the sample size was 410 undergraduate Business Education students purposively selected from two institutions, namely; Rivers State University, Port Harcourt (RIVSU) and Ignatius Ajuru University of Education (IAUOE). The Instrument used for data collection was a structured questionnaire titled "Availability of e-Learning Facilities in Teaching and Learning Questionnaire" (AVEFTLQ). The reliability of the research instrument was obtained using test-retest method; the Pearson Product Moment Correlation coefficient of .78 was obtained. The instrument was validated by two experts from the department of business education and one from measurement and evaluation all of faculty of technical and science education, Rivers State University. All 410 copies of the questionnaire were retrieved and analyzed using mean for the research questions and Z-test for the hypothesis at .05 level of significance. The results obtained indicated that there are available e-learning facilities in teaching and learning of undergraduate business education. It also revealed several factors militating against the availability of e-learning facilities in teaching and learning of undergraduate business education. Thus, the study recommended that government and relevant stakeholders should make available e-learning facilities which should be complemented by self-provision amongst lecturers and students of business education.

Keywords: ICT, e-Learning, Teaching and Learning, Business Education

Introduction

The world is currently experiencing a widespread development in terms of Information and Communication Technology (ICT). The education sector is not left out in this technological development as the introduction of e-learning has helped in making the learning process more efficient. ICT can be defined as an electronic device for managing and processing information with the use of soft and hard wares to convert, store, manipulate, protect, transmit, manage, control and retrieve information for the enhancement and productivity of personal and organizational activities (Osakwe, 2012). Ofodu (2007) opined that ICT is an electronic or computerized device, assisted by human and interactive materials that can be

used for a wide range of teaching and learning as well as for personal use. Accordingly, Ajayi and Ekundayo (2009) posited that ICT is a process involving the sharing of information using all kinds of electronic device, an umbrella that includes all technologies for the manipulation and communication of information. ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital work place, and raise educational quality by, among others, helping to make teaching and learning an engaging, active process connected to real life (Ike, Iwu and Chimezie, 2006). The application of ICT to education has given rise to a new set of vocabularies used to describe new approaches to learning and curriculum delivery. Such terms include e-teaching, e-learning, and so on, which are facilitated via the internet (Atsumbe, Raymond, Enoch & Duhu, 2012). E- Learning is the application of a whole range of technologies involved in information processing and electronic communications, such as computers, internet, e-mail, computer software, satellite, mobile communication gadgets, and other allied electronic devices for dissemination of knowledge and information (Amedu, 2014). It involves the application of computer and information technology in teaching and learning.

Business education is a component of vocational technical education programme that prepare an individual for career in business and also to be an intelligent consumer of economic goods and services. Business education provides students with the needed competencies, skills, knowledge, understanding and attitudes to perform as workers in industries, civil service and also as proprietors of business (Utoware & Amiaya, 2014). Accordingly, Bupo (2015) asserted that Business Education is a program geared towards the acquisition of knowledge and skills needed in the workplace. Thus, Business Education as a skill development programmes; it is only pertinent that necessary facilities be made available to both teachers and students for effective teaching and learning to take place. One of such is the application of ICT to attain positive e-learning system.

Statement of Problem

Over the years, studies have shown that educational programmes in Nigeria are yet to fully adopt the e-learning system of which business education is not exempted. Aginam (2006) as cited in Uchendu (2012) revealed that the level of application of ICT in Nigerian universities is less than five per cent. He argued further that these universities have little or no infrastructure for cyber-centres, computer-equipped classrooms or high speed internet and may not have the funds to implement such infrastructure. Atsumbe et al. (2012) asserted that despite the readiness of very few lectures in the use of ICT facilities in teaching and learning these ICT facilities is nowhere to be found. Accordingly, Ajuzie and Akukwe (2015) observed that teaching and learning process in Business Education in Nigeria tertiary institutions is still at the level of “chalk and talk method” which is the traditional method of teaching. Also, Bupo (2015) revealed that business education students in many institutions still do not have e-mail addresses; cannot operate a computer and have little knowledge of e-learning platforms. Mohammed and Mumtaz (2010) asserted that low funding, poverty, low teledensity etc. are factors militating against the effectiveness of e-learning. Accordingly, Adelabu, adu and Adjorgri (2014) revealed that insufficient funds, high cost of facilities, high cost of maintenance are factors that inhibit the use of e-learning facilities. Thus, the researchers sought to investigate the availability of e-learning facilities in teaching and learning of undergraduate business education in Rivers State universities.

Purpose of the Study

The purpose of this study was to investigate the availability of e-learning facilities in teaching and learning of undergraduate business education in Rivers State universities.

Specifically the study sought to:

1. Ascertain the available e-learning facilities in teaching and learning of undergraduate business education in Rivers State universities.
2. Ascertain the factors militating against the availability of e-learning facilities in teaching and learning of undergraduate business education in Rivers State universities.

Research Questions

The following research questions were answered:

1. What are the available e-learning facilities in teaching and learning of undergraduate business education in Rivers State universities?
2. What are the factors militating against the availability of e-learning facilities in teaching and learning of undergraduate business education in Rivers State universities?

Hypotheses

The following null hypotheses were tested:

1. There is no significant difference in the mean ratings of the respondent institutions on available e-learning facilities in teaching and learning of undergraduate business education in Rivers State universities.
2. There is no significant difference in the mean ratings of the respondent institutions on factors militating against the availability of e-learning facilities in teaching and learning of undergraduate business education in Rivers State universities.

Methodology

The research designed used in conducting the study was descriptive survey. The population for the study was all 2,916 business education students drawn from the 2016/2017 academic session of Rivers State University and Ignatius Ajuru University of Education. Systematic random sampling was applied in selecting 205 undergraduate business education students each of the institutions. Thus, a total of 410 undergraduate business education students made up the respondents for the study.

3. Table 1: Population Distribution

S/N	INSTITUTIONS	TOTAL NO. OF BUS. EDU. STUDENTS
1.	RIVSU	1,286
2.	IAUOE	1,630
GRAND TOTAL		2,916

Source: Departmental offices, 2017.

The instrument used for data collection was a structured questionnaire titled “Availability of e-Learning Facilities in Teaching and Learning Questionnaire” (AVEFTLQ). The instrument provided response to the two research questions with 10 items; Item 1-5 answering research question one in a 4-point rating scale of Very Available (VA) – 4, Available (A) – 3, Fairly Available (FA)-2, Not Available (NA)-1., while items 6-10 answered research question two in a 4-point rating scale weighted as “Strongly Agree” (SA) – 4 points, “Agree” (A) – 3 points, “Disagree” (D) – 2 points and “Strongly Disagree” (SD) – 1 point. To establish the

validity of the instrument, the questionnaire was subjected to face and content validity by three experts, two from the Department of Business Education and one from Measurement and Evaluation, all of Faculty of Technical and Science Education and Faculty of Sciences respectively in Rivers State University. To ensure the consistency of the instrument, the test-retest method of reliability at an interval of 14days was adopted. The Pearson product moment correlation was used to process the result. A reliability coefficient of .78 was obtained. The data analysis was done using the mean to analyze the research questions while Z-test was used to test the hypothesis. The mean was obtained by the summation of all responses as assigned to a rating scale in an item divided by the total number of responses: $4+3+2+1/4 = 2.50$. The mean score of 2.50 and above was accepted, while those below 2.50 were rejected.

Results

Table 2: Mean rating of respondents on available e-learning facilities in teaching and learning of undergraduate business education in Rivers State universities

S/N	STATEMENTS	\bar{X}	(N=205) RIVSU		(N=205) IAUOE		
			SD	DEC	\bar{X}	SD	DEC
1	Laptops are available for teaching and learning in my institution.	2.67	0.94	Available	2.45	0.86	F/Available
2	Interactive smart boards are available for teaching and learning in my institution.	2.25	0.89	N/Available	1.73	0.96	N/Available
3	Projectors are available for learning in my school	2.69	1.02	Available	2.10	0.83	F/Available
4	Computers are available for learning in my school	3.40	0.86	Available	3.51	0.78	V-Available
5	Internet apps are available for learning in my school.	2.78	0.90	Available	2.90	1.26	Available
	TOTAL	13.79	4.61		12.69	4.94	
	GRAND	2.76	0.92		2.54	0.94	Available

Source: Research Data, 2017.

The data in table 2 shows the grand mean of 2.76 for Rivers State University (RIVSU) and 2.54 for Ignatius Ajuru University of Education (IAUOE); this indicates that there are available e-learning facilities in both schools. Nevertheless, interactive smart boards are not available for learning in both schools as clearly stipulated in their mean of 2.25 and 1.73 in item number 2 of the above table.

Table 3: Mean rating of respondents on factors militating against the availability of e-learning facilities in teaching and learning of undergraduate business education in Rivers State universities

S/N	STATEMENTS	(N=205) RIVSU			(N=205) IAUOE		
		\bar{X}	SD	DEC	\bar{X}	SD	DEC
11.	Poor funding of the institution.	3.68	0.67	SA	3.50	0.86	SA
12.	Bureaucratic management.	3.87	0.37	SA	3.36	0.94	SA
13.	Poor maintenance culture.	3.74	0.49	SA	3.28	1.00	SA
14.	Mismanagement of available funds.	3.54	0.88	SA	3.16	1.06	SA
15.	Ill perception of stakeholders.	3.51	0.95	SA	3.18	1.05	SA
TOTAL		18.84	3.36		16.48	4.91	
GRAND		3.66	0.67		3.29	0.98	

Source: Research Data, 2017.

The data in table 3 shows that the respondents rated all the 5 items in the table high in terms of factors militating against the availability of e-learning facilities. Thus, it indicates that the issue of poor funding of the institutions, poor maintenance culture, mismanagement of available funds and ill perception of stakeholders etc. are all major hindrance to the availability of e-learning facilities. This is clearly indicated in the grand mean of 3.66 for RIVSU and 3.29 for IAUOE.

Hypothesis 1

There is no significant difference in the mean ratings of the respondent institutions on available e-learning facilities in teaching and learning of undergraduate business education in Rivers State universities.

Table 4: Z-test result of the difference in mean rating of respondents on the availability of e-learning facilities.

Group	N	Mean	SD	Df	L/significance	Z-cal	Z-tab	Remark
RIVSU	205	2.76	0.92	408	.05	1.67	1.97	Accepted
IAUOE	205	2.54	0.94					

Source: Research Data, 2017.

The data in table 4 shows that at 5% level of significance with 408 degree of freedom, the calculated z value of 1.67 is less than the table value of 1.97. Hence, the null hypothesis is accepted, meaning that there is no significant difference in the mean ratings of the respondent institutions on available e-learning facilities in teaching and learning of undergraduate business education in Rivers State universities.

Hypothesis 2

There is no significant difference in the mean ratings of the respondent institutions on factors militating against the availability of e-learning facilities in teaching and learning of undergraduate business education in Rivers State universities.

Table 5: Z-test result of the difference in mean rating of respondents on factors militating against the availability of e-learning facilities.

Group	N	Mean	SD	Df	L/Significance	Z-cal	Z-tab	Remark
RIVSU	405	3.66	0.67	408	.05	-7.10	1.97	Accepted
IAUOE	405	3.29	0.98					

Source: Research Data, 2017.

The data in table 5 shows that at 5% level of significance with 408 degree of freedom, the calculated z value of -7.10 is less than the table value of 1.97. Hence, the null hypothesis is accepted, meaning that there is no significant difference in the mean ratings of the respondent institutions on factors militating against the availability of e-learning facilities in teaching and learning of undergraduate business education in Rivers State universities.

Discussion of Findings

One of the findings of this study was that e-learning facilities in the both institutions studied are available. Facilities such as computers, laptops, internet apps are all available except for interactive smart boards which are yet to be deployed in teaching and learning business education; this was clearly indicated in table 2 as responded by the respondents. This result is in line with Bupo (2015) who revealed that business education students often utilize e-learning in the educational process; this can only be achieved when the facilities are available. However, it differs with Atsumbe *et al.* (2012) who revealed that despite the readiness of very few lectures in the use of ICT facilities in teaching and learning these ICT facilities is nowhere to be found. The findings also differs with Ajuzie and Akukwe (2015) who observed that teaching and learning process in Business Education in Nigeria tertiary institutions is still at the level of “chalk and talk method” which is the traditional method of teaching. The study also revealed certain factors responsible for poor availability. This result is in agreement with Mohammed and Mumtaz (2010) who asserted that low funding, poverty, low teledensity etc. are factors militating against the effectiveness of e-learning. The findings also agrees with Adelabu, adu and Adjorgri (2014) who revealed that insufficient funds, high cost of facilities, high cost of maintenance are factors that inhibit the use of e-learning facilities.

Conclusion

The study revealed that e-learning facilities are fairly available in the teaching and learning of undergraduate business education. However, there are certain factors that are responsible for the poor/fair availability of e-learning facilities in the teaching and learning of undergraduate business education.

Recommendations

Based on the findings of this study, the following recommendations were made;

1. Government and other stakeholders should make available e-learning facilities beyond its present state.
2. Business education administrators should seek alternative source of funding.
3. Lecturers and students should complement government efforts by engaging in self-provision of certain e-learning facilities.

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