



Utilization of e-Learning Technologies for Quality Instructional Delivery among Business Education Lecturers in Tertiary Institutions in Rivers State

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Abstract

The study examined utilization of e-learning technologies for quality instructional delivery among business education lecturers in tertiary institutions in Rivers State. Two (2) objectives, two research questions and two null hypotheses guided the study. A descriptive survey design was adopted. The population consists of 104 business education lecturers in tertiary institution in Rivers state. Purposive sampling technique was adopted for this study as the entire population was used as sample size. A structured questionnaire was used for data collection. The instrument was validated by three experts and it obtained a reliability coefficient of 0.75 after being tested with the used of Cronbach Alpha method. Dates collected were analysed using mean and standard deviation for answering the research questions and t-test for testing the null hypotheses at 0.05 level of significance. Findings of the study revealed that e-learning technologies resources were not extensively utilized in the teaching among business education lecturers in tertiary institution in Rivers state. The study concluded that business education lecturers should be effective in the used of e-learning technologies through seminars and workshop participation and other electronic devices in order to improve quality instructional delivery in their areas of specialization. It was therefore recommended among other that business education lecturers should endeavour to adopt the various e-learning technologies in order to improve quality service and product delivery.

Keywords: Utilization, E-Learning Technologies, Quality, Instructional Delivery,

Introduction

The utilization of e-learning technologies have become so attached to contemporary education delivery worldwide that it has virtually become impossible to deliver or receive formal education without the utilization of such advanced technologies in the process. The use of electronic technologies referred to as e-learning which led to the development of educational opportunities and helps students develop their skills. Electronic learning, popularly referred e-learning is increasingly becoming acceptable in tertiary institutions all over the world (Evarest & Laura, 2011). This is as a result of the opportunity provided by institutions and more business



education lecturers comprises of male and female are taking part in it (Organization of Economic Co-Operation and Development (OECD, 2005). Electronic learning is basically the use of information and communication technologies to enhance and support effective learning/teaching and research (Iweyah, 2020).

In this age of Information and Communication Technology (ICT), there is growing concern for the use of ICT resources such as the computer, scanner, printer, Intranet, Internet, e-mail, videophone systems, teleconferencing devices, wireless application protocols (WAP), radio and microwaves, television and satellites, multimedia computer and multimedia projector, among others in instructional delivery method (Nwane, 2012). With e-learning, there is a shift from the traditional approach of teacher-directed didactic to modern methods where computer technology plays significant role, thereby improving the quality, efficiency and effectiveness of teaching, learning, research and educational management.

E-learning as a sub-system within ICT, is the electronic process which enhances the delivery and administration of learning opportunities and support by computer, networked and web-based technology to help individual performance and development. The basic principle of e-learning is connectivity the processes by which computers are networked to share information which can connect people and business education lecturers which comprises of male and female. This is provided for by what is often called the e-learning landscape or architecture, which refers to the hardware, software and connectivity components required to facilitate learning (Okure, 2008). The National Policy on Education (FRN, 2013.) places emphasis on the provision and utilization of information and communication technology (ICT) when it states that “in recognition of the prominent roles of information and communication technology in advancing knowledge and skills necessary for effective functioning in the modern world, there is urgent need to integrate information and communication technology (ICT) into education in Nigeria”.

E-learning refers to electronic learning which comprises all forms of electronically supported learning and teaching. While brick wall classroom is situated at a place where students and lecturers, that comprises of male and female meet for face-to-face interaction. E-learning takes place anywhere, anytime, without necessarily engaging in face-to-face interaction, rather it involves the use of network technologies to create, foster, deliver and facilitate learning. In addition, according to Oluseyi (2019) e-learning is said to encompass face-to-face, distance, mixed and blended delivery models that utilize electronic means. As such in the context of this study, e-learning technologies are measured by the utilization of social media, web sites, and e-library platforms. These platforms have added value to the education especially in the wake of the coronavirus pandemic. E-learning platform that has impacted the way people learn in the contemporary education is the utilization of web sites especially for research purposes. Thus, the way people investigate and obtain information has drastically changed, with the utilization of web sites, specifically the growing popularity of the internet-based World Wide Web (WWW). A keen



observation has shown that the few available ones e-learning technologies are off-line/computers, scanners, printers and ready-made courseware are not utilized because the teachers lack the knowledge and skills of computer application. Achuonye (2018) stated that in the classroom setting, ICT is used as instructional tool to explore, investigate, solve problem, interact, reflect, reason, communicate and learn concepts embedded in the curriculum.

However, a kin observation has shown that ICT benefit in quality instructional delivery in these areas access to more information by lecturers and learners, shift in lecturer's role as a sole information provider to that of a facilitator of learning, virtual learning competence at your own pace, workshop, seminar or conference. Iweyah (2021) affirmed that ICT workshop training bring professionals together for the acquisition of new techniques and relevant first-hand information on step by step cases with the use of modern facilities. It implies professionals sharing up-dated knowledge through hands on practice, role playing activities, brainstorming debates, questions and answers section and think-pair-shoes (TPS) (Wiki-How, 2019). Olalekan (2016) averred that an ideal workshop provides opportunities for participants to interact and learn actively and acquire new knowledge, better method for improving their skills, attitudes and knowledge toward more effective, efficient and competent for quality instructional delivery. (Adolphus, 2017) describes quality instruction delivery as the degree to which an instruction is adequately delivered, meet the students learning needs, learning styles and so on for academic excellence. The above affirmation implies that business education lecturers need to keep abreast with the utilization of e-learning and trends of knowledge development in their discipline so as not to become obsolete and redundant.

Statement of the Problem

The world is technologically getting advanced as it is sometimes referred to as a global village which the call for utilization of e-learning technologies in business education instructional delivery is to infuse and inject efficiency and effectiveness in curriculum implementation. However, In Nigeria, its usage of e-learning technologies as instructional method of teaching and learning in business education programme in tertiary institutions needs to be emphasized in line with what is obtainable in other part of the world. Akinwale (2016) averred that pedagogy application of ICT involves effective learning with the aid of computer and other information technologies which serves as learning aids, and play complementary roles in teaching and learning. As such, tertiary institutions are expected to equip business education lecturers with relevant technological skill for effective performance in this global world. Thus, the need for students to become competent in the use of digital technologies in this digital age becomes an issue of great concern.

The implication of this is that business education students after graduation become unemployable and unfit in a paid job or as a self-employed due to skill gap in the use of technological gadgets and utilization of E-Learning Technologies for quality instructional delivery



among business education lecturers to the students in tertiary institutions. It is against this background that the present study is carried out to determine the extent of Utilization of E-Learning Technologies for quality instructional delivery among business education lecturers that comprises of male and female in tertiary institutions in Rivers State.

Purpose of the Study

The aim of this study was to examine utilization of e-learning technologies for quality instructional delivery among business education lecturers in tertiary institutions in Rivers State. Specifically, the study sought to:

1. Investigate the extent to which information and communication technology (ICT) training enhances quality instructional delivery of business education lecturers in tertiary institutions in Rivers State.
2. Determine the extent to which e-learning technology participation improves quality instructional delivery of business education lecturers in tertiary institutions in Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent does information and communication technology (ICT) training enhances quality instructional delivery of business education lecturers in tertiary institutions in Rivers State?
2. To what extent does e-learning technology participation improves quality instructional delivery of business education lecturers in tertiary institutions in Rivers State?

Null Hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant difference in the mean responses of male and female business education lecturers on the extent to which ICT training enhances their quality instructional delivery in tertiary institutions in Rivers State.
2. There is no significant difference in the mean response of male and female business education lecturers on the extent to which e-learning technology participation improves their quality instruction delivery in tertiary institutions in Rivers State.

Methodology

The study adopted the survey design as it involved eliciting information from respondents using a structured questionnaire. The population of the study comprised of all the business education lecturers in tertiary institutions in Rivers State running business education programmes. Its breakdown is thus: (20 lecturers, male and female) from Rivers State university (22 lecturers, male and female) from Ignatius Ajuru University of Education, (30 lecturers, male and female) from University of Port Harcourt and (32 lecturers, male and female) from Federal College of Education, Omoku making a total of One hundred and four (104) business education lecturers,



which comprises of 69 male and 35 female. The researcher deemed it fit to use the entire population because it was manageable; hence purposive sampling was adopted for the study.

Data were collected through a self-developed instrument titled “Utilization of E-Learning Technologies for quality instructional delivery among business education lecturers Questionnaire (UETQIDBELQ)”. The face and content validation of the instrument were established by three experts two from Department of Business Education and one from measurement and evaluation of the faculty of education in Ignatius Ajuru University of Education, Rivers state. The reliability of the instrument was determined using Cronbach’s Alpha method. A reliability coefficient of 0.75 was obtained, an indication that the instrument was reliable for data collection. The 20 copies of the questionnaire that were administered by the researchers were returned and used for computation. The data collected were analyzed using mean and standard deviation while the null hypotheses were tested using t-test statistics at 0.05 level of significance. Since the items were structured on a five-point rating scale, the decision rule was based on the five-point of the scale, 3.0. Therefore, items with mean scores of 3.0 and above were regarded as high extent or agreed while items below 3.0 were regarded as low extent or disagreed

Results

Research Question 1: To what extent does information and communication technology (ICT) training enhances quality instructional delivery of business education lecturers in tertiary institutions in Rivers State?

Table 1: Mean and Standard Deviation of the Responses of Business Education Lecturers on Extent ICT Training Enhances Quality Instructional Delivery

Table with 9 columns: S/N, Items, Male= 69 (M, SD, Rmks), Female = 35 (M, SD, Rmks). Rows 1-5 describe items related to ICT training effectiveness.



	Aids lecturer's quality instructional processes.						
6.	Serves as an instructional tool for lecturers to explore, communicate and learn concepts embedded in the curriculum.	4.45	1.10	HE	4.10	1.03	HE
7.		4.38	1.01	HE	4.42	1.15	HE
	Grand Mean	4.33	1.10	HE	4.09	0.98	HE

Source: Survey Data, 2021

As indicated by the grand mean of 4.33 and 4.09 respectively for male and female business education respondents, they rated that ICT training enhances their quality instructional delivery to a high extent. The item by item analysis shows that item 1, 2, 4, 5, 6 and 7 with mean ratings ranging from 3.85 to 4.45 for both male and female respondents were rated to a high extent, while item 3 for the male respondents with a mean of 4.58 was rated to a very high extent. The respondents were close in their opinion as evidenced from the standard deviation which ranged from 4.33 to 4.09

Research Question 2: To what extent does e-learning workshop participation improves quality instructional delivery of business education lecturers in tertiary institutions in Rivers State?

Table 2: Mean and Standard Deviation of the Responses of Business Education Lecturers on Extent E-Learning Workshop Participation Improves Quality Instructional Delivery

S/N	Items	Male= 69			Female = 35		
		M	SD	Rmks	M	SD	Rmks
8.	Provides lecturers with new skills and knowledge.	4.04	1.00	HE	4.25	1.06	HE
9.	Exposes new method of teaching and learning to lecturers.	3.48	0.62	ME	4.09	0.01	HE
10.	Lecturers gain opportunities to interact and learn actively with other participants.	4.20	1.04	HE	4.30	1.10	HE
11.	Improves lecturers' moral for quality instructional delivery.	4.47	1.12	HE	4.10	1.03	HE
12.	Facilitates changes and improves quality teaching.	4.12	1.07	HE	4.05	1.01	HE



13.	Provides lecturers with sense of accomplishment.	3.34	0.57	ME	3.46	0.61	ME
14.	Inculcates lecturers with new trends and innovations.	4.49	1.12	HE	4.42	1.07	HE
Grand Mean		4.02	0.93	HE	4.10	1.00	HE

Source: Survey Data, 2021

The analysis in Table 2 shows the grand mean of 4.02 and 4.10 respectively for male and female business education respondents which indicate that both male and female business education lecturers rated that e-learning workshop participation improves their quality instructional delivery to a high extent. The item by item analysis reveals that item 8, 10, 11, 12 and 14 with mean ratings ranging from 4.04 to 4.49 for both male and female respondents were rated to a high extent, item 9 with mean ratings of 3.48 for male and 4.09 for female respondents were rated to a moderate and high extent respectively, while item 13 with mean ratings of 3.34 and 3.46 for male and female respondents were rated to a moderate extent respectively. The respondents were close in their opinion as evidenced from the standard deviation which ranged from 4.02 to 4.10

Test of Null Hypotheses

Null Hypothesis 1: There is no significant difference in the mean responses of male and female business education lecturers on the extent to which ICT training enhances their quality instructional delivery in tertiary institutions in Rivers State.

Table 3: t-test Summary of significant difference in the mean responses of Male and Female Business Education Lecturers on the Extent ICT Training Enhances their Quality Instructional Delivery

Variables	N	\bar{x}	SD	DF	t-cal	t-crit	Decision
Male	69	4.33	1.10	102	1.09	1.98	Accepted
Female	35	4.09	0.98				

The analysis in Table 3 shows that there is no significant differences in the mean responses of male and female business education lecturers on extent ICT training enhances their quality instructional delivery in tertiary institutions in Rivers State. This is shown by t-cal value of 1.09 and the t-crit of 1.98 which is greater than the stipulated 0.05 level of significance.



Null Hypothesis 2: There is no significant difference in the mean responses of male and female business education lecturers on the extent to which e-learning workshop participation improves their quality instructional delivery in tertiary institutions in Rivers State.

Table 4: t-test Summary of Significant Difference on the Mean Responses of Male and Female Business Education Lecturers on the Extent E-learning Workshop Participation Improves their Quality Instructional Delivery

Variable	No	\bar{x}	SD	DF	t-cal	t-crit	Decision
Male	69	4.02	0.93	102	0.40	1.98	Accepted
Female	35	4.10	1.00				

Also, the analysis in Table 4 reveals that there is no significant differences in the mean responses of male and female business education lecturers on extent e-learning workshop participation improves their quality instructional delivery in tertiary institutions in Rivers State. This is shown by t-cal value of 0.40 and the t-crit of 1.98 which is greater than the stipulated 0.05 level of significance.

Discussion of Findings

Discussion in this study is done according to finding of the study. One of the findings of the study indicated that business education lecturers rated the extent to which ICT training having enhances their quality instructional delivery to high extent. This finding is corroborated with that of Ejesus (2017) who stated that ICT aid quality instructional processes facilitate students learning and provide varied opportunities for business education lecturers to develop the required capabilities for academic effectiveness which in turn boost students' academic performance. ICTs such as e-mail, cellular telephone and teleconferencing enable lecturers to share knowledge without having to be in the place. The finding is also in agreement with Achuonye (2018) that in the classroom setting, ICT is used as an instructional tool to explore, investigate, solve problem, interact, reason, reflect, communicate and learn concepts embedded in the curriculum. In addition, the finding of the associated null hypothesis revealed that there is no significant difference in the mean responses of male and female business education lecturers on the extent to which ICT training enhances their quality instructional delivery in tertiary institutions in Rivers State.

Findings of the study also revealed that business education lecturers rated the extent to which e-learning workshop participation improves their quality instructional delivery to a high extent. This finding is in consonance with that of Wiki-How (2019) that workshop is an avenue that brings professionals together for the acquisition of new techniques and relevant first-hand information on step by step cases with the use of modern facilities. The finding is also in line with that of Olalekan (2016) who averred that an ideal workshop provides opportunities for participants



to interact and learn actively and acquire new knowledge, better method for improving their skills, attitudes and knowledge towards move effective, efficient and competent for quality instructional delivery.

Conclusion

This study examined utilization of e-learning technologies for quality instructional delivery among business education lecturers in tertiary institutions in Rivers State, Nigeria. The study revealed that business education lecturers need to utilize of e-learning technologies effectively through ICT training and e-learning workshop participation in order to improve quality instructional delivery in their areas of specialization. The study also revealed that most of the e-learning technologies were utilized to a low extent with very few being moderately utilized, but yet utilized to a high extent or very high extent in business education instruction delivery because of constraints to effective utilization of the e-learning technologies by business education lecturers.

Recommendations

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

1. The government of Nigeria should embark on a massive computer literacy training programming-wide particularly for lecturers and learners at all levels. This should be accomplished through in-service training for lecturers, workshops, seminar and conferences.
2. Tertiary institutions should organize regularly e-learning workshops and ICT training for business education lecturers in order to be acquainted with new trends in technology

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