AVAILABILITY AND UTILIZATION OF E-LEARNING FACILITIES FOR MANAGEMENT AND BUSINESS COURSES IN UNIVERSITIES IN KWARA STATE, NIGERIA

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Abstract

Inadequate utilization of new technologies facilities by teachers could result in producing graduates with only theoretical knowledge and less experience in practical courses which required the application of ICT skills. This study investigated availability and utilization of e-learning facilities for management and business courses in universities in Kwara state. Two research questions and two hypotheses guided the conduct of the study. Descriptive survey research design was adopted for the study. The population comprised of 282 lecturers of management and business courses in universities in Kwara state. Random and stratified sample techniques were used to select one hundred management and business lecturers in universities in Kwara State. A questionnaire with Cronbach Alpha reliability of 0.80 was used for the data collection. Descriptive of mean rating was used to answer the research questions while the two hypotheses formulated were tested using One-way ANOVA at 0. 05 level of significance. The findings indicated that e-learning facilities were moderately available (mean = 96.64) while utilization was found occasionally used (mean = 98.16) for teaching and learning activities of business and management courses in the selected universities in Kwara state. It was also revealed that there was no statistically significant difference within the group (F (2, 82, 84) = 1.57, .213 @ p >.05). Based on the findings, it was recommended that there is need for universities authority to give more priority in the provision of e-learning facilities through industry-university collaboration for effective teaching and learning to take place.

Keywords: Availability, Utilization, E-Learning Facilities, Management and Business Courses

Introduction

Technology today has turned the world to a global village. With technology advancement in the 21st century, e-learning has become a valuable technology for teaching, learning and research in higher institution of learning (Ojeaga, & Igbinedion, 2012). For this reason people has experienced a drastic changed which brought about improvement to almost all phases of human life. Such as improving access to services, enhancing connectivity, creating business and employment opportunities, and changing the ways

people communicate, interact, and engage among themselves and with their governments. In the knowledge-based economy, level of technology advancement of a nation determines her growth (Awodiji & Ogbudinkpa, 2016). The future of knowledge economy depend more on the capacity of university to produce knowledge through research and development rather than knowledge-based good (Fasasi, Etejeri & Oyeniran, 2013). Universities in Kwara State live in knowledge economy society which calls for the adoption of e-learning for management and business courses.

E-learning according to Ojeaga and Igbinedion, (2012) involve the use of technology to enhance learning which include digital collaboration, satellite broadcasting, CD-ROMS amongst others.(It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and video-tape, satellite broadcast, interactive TV, CD-ROM, and more). E-learning has so many advantages over the traditional method of teaching and learning. This have impacted greatly on teaching and learning process, school management in a number of ways. E-learning can accelerate, enrich and deepen basic skills in reading, writing and can motivate students to learn as they become more independent and responsible for their learning. Empirical studies revealed that technology encouraged active learning, support teaching, reduce the isolation of teacher and promote teachers and students in learning and research (Akubueze, 2012). Hall and Snider (2000) viewed e-learning as the process of learning via computers internet and intranets. It was also referred to as web-based training, online training, distributed learning or technology for learning. This goes beyond digital technologies but give students a greater autonomy regarding the point in time to learn at their own pace. The content and the method by which students learn by providing online learning that eliminate the barriers of time and distance. Cohen (2001) submitted that the use of e-learning has an effect on all aspects of teaching and learning. When teachers integrated technology into the lesson, it required new learning approaches to the curriculum because of the ability to look at and explore information in new ways.

Moreover, some studies have emphasized that technology can help by allowing learners to take a more active role in their learning through different instructional modes. Therefore, e-learning has been recognized as technological ways for teaching and learning which enabling learners to receive and interact with educational materials and resources through internet, as well as engaging with teachers and peers in ways that previously may have been impossible (Kirkwood 2001).

From the foregoing, there is no doubt that e-learning facilities provide productive teaching and learning experiences aimed at increasing students' intellectual capability in management and business courses in tertiary institutions. Management has been viewed as the process of utilizing the human and material resources to accomplished designated organizational objectives (Uzo-Okonkwo, 2014). While business is a course of study which equips individuals with functional and marketable skills, knowledge, attitudes and values which enable fresh graduates to operate in the environment he/she finds himself such that he

is self-reliant and become a job creator rather than a job seek (Awojobi, 2011). This signified that management and business course encompasses knowledge, attitude and skills needed for all the citizens in order to effectively manage the available resources towards the attainment of goals. For this to be achieved there is need to strike a balance in what the learners receive from the classroom and what is obtained in the labour market. Universities today cannot improve the academic achievement of students or the overall value of their programmes without sufficiently making use of e-learning facilities in teaching and learning (Donahoo & Whitney, 2006). Onokpaunu (2016) affirmed that the future of education is in the internet, as a lot of online universities are on the increase, making teaching and learning in the four corners of a classroom less significant. Pollicia, Simpson and Aldredgein Uzo-Okonkwo and Oduh (2017) asserted that, the widespread availability of the information and communication technology (ICT) has precipitated a vast changed in education and especially in the delivery of instruction. This depicts that effective teaching and learning cannot take place without the use of e-learning facilities in tertiary institutions.

In university's system today e-learning has compliment lecturers' effort in so many ways such as in the classroom, in the area of research etc. which assist in transforming teaching and learning with a student-centered approach. Technologies are used merely to replicate lectures in classrooms with the advantage that students can have access to them whenever and wherever as long as they have the internet connection. It enhances teachers' presence and aid teaching delivery by supplementing lectures with PowerPoint presentations.

Welsh, Wanberg, Brown, and Simmering, (2003) highlighted six benefits of e-learning as follows:(a) provide consistent, worldwide training; (b) reduce delivery cycle time; (c) increase learner convenience; (d) reduce information overload; (e) improve tracking learners' activities, and (f) lower expenses of educational provision (Low-cost technologies). Furthermore, e-learning could motivate students to do independent work, hence promoting students' ability to develop self-learning skills. The ICT could also act as a leverage to improve the day-today administrative and management operations of universities in the Third world. For instance, by making dissemination of information on students' admissions, registration, assessment, schedules and timetables etc. much easier and in a timely manner. It is in view of this that motivated the researcher to carry out the study in tertiary institutions in Kwara State, Nigeria.

Statement of the Problem

One of the basic objectives of technology is to enable teachers to transform their practices by providing them with improved educational content and particularly ability to make use of new technologies in teaching and learning situation. Technology should serves as the attractive tools and infrastructure for the younger generation to facilitate the awareness and actual craftsmanship in management and business courses in our local communities.

Conversely, it is one thing to have access to e-learning facilities and it is another thing to effectively utilize them in teaching and learning(Akubueze, 2012). Therefore, inadequate utilization of new technologies facilities by teachers could result in producing graduates with only theoretical knowledge and less experience in practical courses which required the application of ICT skills. The university's lecturers are expected to equip graduates with relevant technological skill for effective performance in this global world.They need to embrace e-learning facilities to become competencies in the use of digital technologies for teaching in the digital age. However, the use of information and communication technology (ICT) has virtually changed the content, nature, procedure, tools and practices of human endeavour (Umoru & Nnaji, 2015). Furthermore, it was explained that these changes cannot be ignored as a nation and individual cannot attain the desired development in this technological age without making proper use of ICT. In order to bridge the gap between what is happening in the fore wall of classroom and what is expected of today graduates in the world of work, there is an urgent need in effective use of new technologies to teach for expected result to be achieved. Therefore, availability and effective use of these facilities will enhance quality of teaching in educational system.

Purpose of the Study

The study investigated availability and utilization of e-learning facilities for management and business courses in universities in Kwara State. Specifically, the study

1. examined the lecturers rating scale of the availability of in e-learning facilities for teaching and learning of management and business courses in universities in Kwara State.
2. Fond out lecturers' utilization level of teaching and learning of management and business courses in universities in Kwara State.
3. examined the variability in the availability of e-learning facilities for teaching and learning of management and business courses among the universities in Kwara State.
4. compared the utilization of e-learning facilities for teaching and learning of management and business courses in universities in Kwara State.

Research Questions

1. What are the lecturers rating of the availability of e-learning facilities for teaching and learning of management and business courses in universities in Kwara State?
2. What are the level of lecturers' utilization of available e-learning facilities for teaching and learning of management and business courses in universities in Kwara State?
3. What are the available e-learning facilities for teaching and learning of management and business courses among the universities in Kwara State?

Hypotheses

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

1. There is no significant difference in universities in Kwara State in terms of the availability of e-learning facilities for teaching and learning of management and business courses.

2. There is no significant difference in universities in Kwara State in terms utilization of e-learning facilities for teaching and learning of management and business courses.

Method

Descriptive research design of survey type was adopted for the study. There are 6 universities in Kwara State (Federal, State and Private). The population comprised 282 lecturers of management and business courses from the universities in Kwara State Stratified and purposive sampling technique were adopted to select one hundred (100) management and business related courses lecturers as participants from three universities namely; University of Ilorin, Ilorin (Federal Government Owned), Kwara State University (State Government Owned) and Al-Hikmah University, Ilorin (Private Owned) in the study. The universities were purposively selected based ownership and year of established. The instrument used for data collection was researcher's self-designed instrument titled: Availability and Utilization of E-Learning Facilities for Management and Business Courses Questionnaire (AUEFMBCQ). Five Likert rating scale was adopted as follows 1-5 Extremely Available (EA) = 5, Moderately Available (MA) = 4, Available (A) = 3, Somewhat Available (SA) = 2 and Unavailable (UA) = 1. Every Time (ET) = 5, Almost Every time (AE) = 4, Occasionally (OC) = 3, Almost Never (AN) = 2 and Never (N) = to elicit information on lecturer rating scale on availability and utilization of e-learning facilities and the type of institution of the respondent. Section A and B contained 32 items each asking questions on availability and utilization of e-learning facilities for teaching and learning in universities in Kwara State. The instrument was subjected to face, construct and content validation to determine its adequacy and appropriateness for the study. This was done by presenting it to experts in Educational Management, university of Ilorin and Business and Entrepreneurship departments in Kwara State universities Malete. The reliability of the instrument was done through the use of Cronbach Alpha and was found reliable at 0.80. Data collected were analysed using descriptive statistics of mean rating and inferential statistics One-way Analysis of variance.

Results
Research 1

What are the lecturers' rating scale of the availability of e-learning facilities for teaching and learning of management and business courses in universities Kwara State?

Research question one was answered based on the rating scale as responded to by the lecturers of the sampled three universities in Kwara State as shown in Table 1. Mean score of the responses were sum up and the decision was taken considering the rule of thumb.

Table 1: *Availability of e-learning facilities for teaching and learning of management and business courses*

S/N	E-Learning Facilities	N	Mean	Std.Dev
1.	Modem	86	3.10	1.21
2.	Printers	86	4.09	1.08
3.	Flash drive	86	3.93	1.19
4.	Memory cards	86	3.69	1.33
5.	Video conferencing	86	2.92	1.61
6.	Projectors	86	3.10	1.16
7.	Computers	86	3.83	1.08
8.	Personal digital assistants	86	3.36	1.50
9.	Hard disk drives	86	3.27	1.19
10.	Ipad	86	2.30	1.19
11.	SMART Board interactive whiteboard	86	2.09	1.31
12.	Mega phone	86	2.85	1.26
13.	Audio tapes	86	2.88	0.92
14.	Video/video tapes	86	2.63	1.08
15.	Virtual classroom	86	2.60	1.13
16.	Network	86	3.63	1.28
17.	Exe	86	1.98	1.07
18.	Flexible learning toolbox	86	2.26	0.98
19.	Respondus	86	2.19	0.95
20.	Voice over internet	86	1.95	1.19
21.	Interactive whiteboard	86	2.26	1.37
22.	Local Area Network	86	2.47	1.37
23.	Wide Area Network	86	3.44	1.04
24.	Software packages	86	3.57	1.42
25.	Internet facilities	86	3.90	1.15
26.	Virtual library	86	3.94	1.11
27.	Wi-Fi	86	3.90	1.28
28.	Email	86	3.88	1.17
29.	E-book readers	86	3.30	1.05
30.	YouTube	86	2.85	1.18
31.	ILearn	86	2.50	1.14
32.	Podcasting	86	1.98	1.18
	Overall Mean	**86**	**96.64**	
	Average Mean		**3.02**	

Rule of the thumb: 32 – 75 = Available, 76 – 118 = Moderately Available, 119 – 160 =

Table 1 reveals that e-learning facilities were moderately available (mean = 96.64) for teaching and learning activities of business and management courses in the sampled universities in Kwara State tertiary institutions.

Research Question 2

What are the level of lecturers' utilization of available e-learning facilities for teaching and learning of management and business courses in universities in Kwara State?

Research question two was answered based responses of the lecturers collated on the extent of using e-learning facilities for teaching business and management courses in the sampled universities in Kwara State were analysed as shown in Table 2. Mean score of the responses were sum up and the decision was taken considering the rule of thumb.

Table 2: Utilization of e-learning facilities for teaching and learning of management and business courses

S/N	E-Learning Facilities	N	Mean	Std.Dev
1.	Modem	86	3.35	1.10
2.	Printers	86	3.83	0.96
3.	Flash drive	86	3.64	0.96
4.	Memory cards	86	3.34	1.05
5.	Video conferencing	86	2.23	0.99
6.	Projectors	86	3.09	0.95
7.	Computers	86	3.69	1.13
8.	Personal digital assistants	86	2.79	1.10
9.	Hard disk drives	86	3.62	0.92
10.	Ipad	86	2.97	1.11
11.	SMART Board interactive whiteboard	86	3.07	1.30
12.	Mega phone	86	3.28	1.10
13.	Audio tapes	86	2.86	0.89
14.	Video/video tapes	86	2.67	1.07
15.	Virtual classroom	86	2.69	1.20
16.	Network	86	3.53	0.97
17.	Exe	86	2.53	1.20
18.	Flexible learning toolbox	86	2.45	1.17
19.	Respondus	86	2.53	1.32
20.	Voice over internet	86	2.78	1.26
21.	Interactive whiteboard	86	2.88	1.28
22.	Local Area Network	86	3.05	1.15
23.	Wide Area Network	86	3.07	1.12
24.	Software packages	86	3.08	1.08
25.	Internet facilities	86	3.23	1.42
26.	Virtual library	86	2.88	1.14
27.	Wi-Fi	86	3.77	1.03
28.	Email	86	3.74	1.22
29.	E-book readers	86	3.27	1.14
30.	YouTube	86	3.09	1.08
31.	ILearn	86	2.76	1.19
32.	Podcasting	86	2.40	0.99
	Overall Mean	**86**	**98.16**	
	Average Mean		**3.0675**	

Rule of the thumb: 32 – 75 = Almost Never, 76 – 118 = Occasionally, 119 – 160 = Every Time

Table 2 indicates that e-learning facilities were occasionally utilized (mean = 98.16) for teaching and learning activities of business and management courses in the sampled universities in Kwara State tertiary institutions.

Hypothesis One

There is no significant difference in universities in Kwara State in terms of the availability of e-learning facilities for teaching and learning of management and business courses. Responses from lecturers of the sampled universities were collated and analysed as shown in Tables 3 to ascertain the level of difference regarding availability of e-learning facilities for teaching and learning of business and management courses. The decision was taken from the p value, F-value and the mean value.

Table 3: Availability of e-learning facilities for teaching and learning of management and business courses

Schools	N	Mean	SD	SEM	Df	F	P-Value	Decision
Unilorin	42	62.00	14.88	2.29	2			
Kwasu	29	65.24	19.38	3.59	82	1.57	.213	Accepted
Alhkima	14	71.64	21.81	5.83	84			

Significant @ p > .05

Table 3 reveals a one-way Analysis of Variance (ANOVA) within the group was conducted to compare the level of difference regarding to the availability of e-learning facilities for teaching and learning of business and management courses in Table 3. There was no statistically significant difference within the group $F_{(2, 82, 84)} = 1.57$, .213 @ p > .05. Since the p value is greater than the significant level of .05, the hypothesis was accepted. This implies that the availability level of e-learning facilities for teaching and learning of business and management are not differing among the sampled universities in Kwara State. However, considering the mean responses, UNILORIN ($M = 62.00$, $SD = 14.88$),KWASU ($M = 65.24$, $SD = 19.38$) and AL-HIKMAH ($M = 71.64$, $SD = 21.81$). It can be deduced from the mean score that AL-Hikmah has high mean score within the group, followed by Kwasu and Unilorin respectively.

Hypothesis Two

There is no significant difference in universities in Kwara State in terms of utilization of e-learning facilities for teaching and learning of management and business courses . Responses from lecturers of the sampled universities were collated and analysed as shown in Tables 4 to ascertain the difference in the utilization level of e-learning facilities for teaching and learning of business and management courses. The decision was taken from the p value, F-value and the mean value.

Table 4: Utilization of e-learning facilities for teaching and learning of management and business courses

Schools	N	Mean	SD	SEM	Df	F	P-Value	Decision
Unilorin	42	67.33	14.16	2.18	2			
Kwasu	29	61.41	15.54	2.88	82	2.81	.066	Accepted
Alhkima	14	73.28	21.02	5.61	84			

Significant @ p > .05

Table 4 shows a one-way Analysis of Variance (ANOVA) within the group was conducted to compare the difference in the utilization of e-learning facilities for teaching and learning of business and management courses in Table 4. There was no statistically significant difference within the group F (2, 82, 84) = 2.81, .066@ p > .05. Since the p value is greater than the significant level of .05, the hypothesis was accepted. This implies that utilization level of e-learning facilities for teaching and learning of business and management courses are not differing among the sampled universities in Kwara State. However, considering the mean responses, UNILORIN (M = 67.33, SD = 14.16), KWASU (M = 61.41, SD = 15.54) and AL-HIKMAH (M = 73.28, SD = 21.02). It can be deduced from the mean score that Al-hikmah has high mean score among the group, followed by Unilorin and Kwasu respectively in the use of e-learning facilities for teaching and learning of business and management courses.

Discussion of Findings

The finding of the study showed that e-learning facilities were moderately available (mean = 96.64) for teaching and learning of business and management courses in the sampled universities in Kwara State. The results revealed that e-learning facilities play a significant role in teaching and learning of management and business courses. The finding of the study collaborates with the views of Madu and Pam (2011) who found out that only few e-learning facilities were available for teaching and learning in universities in Kwara state. He further stated that for effective teaching and learning to take place in management and business courses and for the students to be able to acquire relevant skills there is need for adequate provision of all relevant technologies that will enhance the teaching process.

The results revealed that e-learning facilities were occasionally utilized (mean = 98.16) for teaching and learning of business and management courses in the sampled universities in Kwara State. This finding is line with Onojetah (2014) who affirmed that, there is correlation between availability and utilization of new technologies as the status of the former greatly influences the latter, He further stressed that where new technologies are not available, it is probable that utilization will be non-existent. Cohen (2001) indicated that the use of technology has an effect on all aspects of teaching and learning. When educators integrated technology into the lesson, it required new learning approaches to the curriculum

because of the ability to look at and explore information in new ways. Moreover, some studies have emphasized that ICT can help by allowing learners to take a more active role in their learning through different instructional modes or methods

The results of the two hypotheses tested revealed that there was no statistically significant difference in the availability and utilization of e-learning facilities for teaching and learning of management and courses in the sampled universities. This implies that availability and utilization of e-learning facilities was not varying among the selected universities. This finding was supported by Onojetah (2014) who noted that utilization is a function of availability, where there is unavailability; there will be no utilization because they are closely related. The study also is in line with Amiaya (2015) who stressed that the facilities required for teaching and learning of management and business courses are either grossly inadequate or not available in most of the institutions in Nigeria.

Conclusion

Based on the findings of the study, it was concluded that e-learning facilities are moderately available in the sampled universities but it can be seen from the findings that e-learning facilities that will improve the academic performance of students and bridge the gap that exist between theories and practical are not effectively available. E-learning facilities are good way of learning to complement the lecturers' effort in the learning situation. The study also showed that e-learning facilities are been used occasionally for teaching and learning of business and management courses in the sampled universities in Kwara state. In the light of this, the sampled universities should know that e-learning and various ICT tools as real potential technologies that will transform teaching and learning. This will assists the students, and serves as a prerequisite for getting employment and compete with their counterparts in the world of work.

Recommendations

With regard to the discussions of the findings, the following recommendations are drawn from the study:

1. The universities authority should give priority in the provision of e-learning facilities through industry-university collaboration for effective teaching and learning to take place.
2. The universities should not relent on their own efforts through the use of Memorandum of Understanding with international bodies and multinational organization in the provision of e-learning facilities in order to achieve educational goals as stated in national policy of education.
3. Usage of e-learning facilities will assist the lecturers to shifts from traditional methods of teaching to new pedagogy which will enable the students to see themselves as knowledge generator and active participants and lecturers as

facilitators of students learning process. Hence, lecturers should be encouraged through sponsorship and development programmes to acquire knowledge and skills in the area of e-learning facilities to enable lecturers and students to play active role in the classroom.

4. Public universities should encourage their lecturers in the use of e-learning facilities for teaching and learning of management and business courses through regular training and institutional policy e-learning to promote global competitiveness.

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