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# **CONSTRAINTS AND PROSPECTS OF E-LEARNING IN UNIVERSITIES AS PERCEIVED BY BUSINESS EDUCATION LECTURERS IN SOUTH-SOUTH NIGERIA**

by

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## **Abstract**

This study assessed constraints and prospects of using e-learning in universities in south-south Nigeria. The descriptive survey research design adopted for the study. Two research questions and six hypotheses guided the study. The population which serves as sample comprised of 132 Business education lecturers. A questionnaire containing 35 items was used for the study. It was divided into two parts. Part A contains three (3) items of demographic variables such as type of institution, sex, job experience while Part B contains 32 items which are based on the research questions. The face and content validity of the questionnaire was done by 3 experts in Measurement and Evaluation and 4 experts in Business education at the University of Benin, Benin City. The internal consistency of the instrument was established by administering 14 copies of the questionnaire to 14 lecturers in Business Education at Ebonyi State University, Abakaliki/south east Nigeria. The data collected were analyzed using Cronbach Alpha which yielded reliability coefficient of 0.87 and 0.82 items on constraints and prospects respectively. Mean and standard deviations were used for data analysis. The findings on constraints are: computer illiteracy among business educators using e-learning, high cost of equipment, poor ICT policy implementation, negative attitude of lecturers among others. The findings on prospects are: it makes teaching more interesting, it makes learning more interesting, it allows learners move at their own pace, it provides multiple sources of knowledge among others. The following recommendations are made for the study; e-learning centres should be established in Business education Departments in universities in Nigeria, University management should create a special fund for e-learning in Business education in Nigerian universities.

**Keywords:** E-learning, Business Education, Prospects, Constraints, Universities

## **Introduction**

It has been acknowledged all over the world that education plays a prominent role in the growth and development of any nation. Education is the lather to national development and key to positive change in society. It is a lifelong process that has to do with the day to day learning activities and experiences. It is sequel to the important role of education that efforts are geared towards ensuring a functional education in all nations of the world. For instance, the crucial role education plays in the world of work has necessitated the introduction of Business education.

Business education is an aspect of vocational education which enables recipients to be self-employed instead of depending on government.

According to Ihimekpen, Okubotimibi and Crossdale (2019), Business education as an educational programme prepares students for entry into and advancement in jobs within business. The purpose of introducing Business education into colleges of education and universities is to prepare the students to be able to manage their own business activities as well as function as active participants in the business economy. Njoku (2006) states that the objectives of Business education at the tertiary level of education as follows:

- (1) To empower students with desirable skills, knowledge and values to perform specific functions so as to become self-reliant.
- (2) To help students appreciate the world around them and contribute maximally to the social and economic development of the nation.
- (3) To empower students in such a way that they will develop intellectual capability to make good decisions in all spheres of life.
- (4) To help students become judicious spenders and develop proper values for the achievement of healthy living and growth of the nation.
- (5) To understand the political framework of the nation so that students can contribute to national and economic development.

The success of any Business education programme is largely determined by the objectives of the programme availability of equipment adequate textbooks well-defined curriculum and the qualification of the teachers. Although no one can reverse the importance of each of these factors the most important one of all, with the exception of well-defined objectives, is the teacher. All teachers occupy a unique position in the society. There is no other profession which has a better chance to influence the youth and future of the nation than the teaching profession. The business teacher has the same responsibilities as all other teachers to help the student develop to maximum capacity. The teacher has the duty of helping students to develop the basic skills, knowledge and attitude that will enable them engage and succeed in the business world (Ayo, 2009).

In the same vein Essia (2012) and Nwazor (2012) note tertiary education in Nigeria, especially in Business education, has failed in its objective of preparing students for real life situations, thereby resulting in increasing rate of unemployment amongst university graduates. This has necessitated increased development of human resources, equipping them with creative and innovative skills that could transform material resources into goods and services.

Ohiwere (2009) reveals that the failure of business education graduates to gain employment in many cooperate establishment is a consequence of their incompetence resulting from poor quality of preparation which has also led to shortage of Business education teachers, inability to access teaching facilities including textbooks, workbooks and other business teaching materials.

In order to enhance the functionality of Business education programme, the students should be exposed to modern technologies through the use of e-learning (electronic learning),

especially in this era of COVID-19 pandemic in the world, Business education students have to be skillful in the use of internet and computer facilities. E-learning is one of the vital tools to promote education which has been defined by Kehinde (2017) as the use of electronic educational technology in teaching and learning. This involves the utilization of resources such as information and communication technology (ICT), technology enhanced learning (TEL), multimedia learning, computer-based instruction (CBI), web-based training (WBT), flexible learning, virtual learning (VLE) among others. Okele (2008), defines Electronic learning as a branch of Information and Communication Technology (ICT) that focuses on the application of information technologies by using electronic devices to disseminate the information. Electronic learning is a sub-system in ICT which involves the use of computer network and web-based technology to facilitate learning opportunities and boost individual performance. The principle of e-learning is inter connectivity which is the process by which computers are networked to share information which can link people together. E-learning has some packages which are referred to as hardware, software and connectivity components required for learning.

Enwere and Nedum-Ogbede, (2018), note that, e-learning has the potential to enhance teaching and learning. E-learning enables students in Business education to easily communicate, collaborate and cooperate with other learners globally and access libraries all over the world, with a view to attaining the objectives of Business education as stipulated in the National Policy on Education (2013). Teachers' development in e-learning is valuable for continual development of the teachers and the learners about integrating ICTs to support learning (Agbakoba-Osagie & Adedoyin, 2002).

Business education programme in tertiary institutions needs to integrate technological skills as it concerns both the students and the educators (Agomuo, 2007). For Business education programme to meet the global standard and its recipients made competitive, the students must be made to acquire the skills and competencies through e-learning. The programme must also be able to:

- fit into learners schedule because it can take place anytime and anywhere.
- give learners the opportunity to learn at their own pace.
- enrich the instructional process through the provision of online interactive learning environments.
- provide online activities that are time and cost effective.
- promote the development of self-directed ability.
- facilitate and enrich the delivery of learning content.
- enhance learning performance; and
- promote independency in learning.

Jimoh-Kadiri (2008), points out that the need for e-learning in Business education includes the following:

- Increased retention by users and acquisition of new skills, ideas, knowledge and methodology in teaching and learning business education. New ideas and skills can be

adopted from abroad and can be learned and acquired with the help of the Internet in Nigeria.

- Business teachers are exposed to new methods of subject delivery, quality of instructions is improved, and learners are repositioned for the challenges of globalization.
- Business teachers are encouraged to carry out joint research work. This encourages teachers and students to carry out team work where ideas, experiences and knowledge are shared.
- Learning time is reduced and more knowledge is acquired within a limited period.
- Students in distant areas can be trained through the use of internet, television, satellite disc online and so on. -Boredom is removed as learning process is made more active.
- The teaching of a large class is less stressful and more efficient.

In the study of Enwere and Nedum-Ogbede (2018), they identified the following as some of the challenges facing Business education lecturers in teaching Business education courses:

- a. **Inequality of access to the technology:** - Internet service providers that provide internet gateway services to Nigerians are few. In most parts of Nigeria, especially in some rural areas, internet facilities are absent. It is therefore impossible for business teachers in such areas to embrace e-learning.
- b. **High Cost of ICT Implementation:-** The poverty level of Nigerians is so high that many can still not acquire personal computers for themselves. The few Nigerian teachers who have personal computers are not able to connect to the internet as this attracts extra cost which they cannot afford. High cost of hardware in Nigeria, which is substantially higher than in the United States, also poses a threat to e-learning.
- c. **Incessant power failure:** Inadequate electricity supply in Nigeria has been a major setback for technological development. Electricity instability has been a major setback for Business teachers and students residing in cities and towns are faced with the problem of epileptic electricity supply, while majority of them who live in rural areas are not connected to the national grid. Electronic equipment such as radio, television and the computer have been damaged due to irregular power supply. According to Jimoh-Kadiri (2008), it is difficult to keep high technology equipment such as the computer when electricity supply is not consistent and stable.
- d. **Inadequacy of ICT skills:** Inadequate business teachers with sufficient knowledge of computer usage is another factor militating against the effective use of electronic technology in teaching Business education courses. There is an alarming networking and software. Technicians to repair and service computer facilities are also inadequate. Azuka, Nwosu, Kanu & Agomuo (2006), note that teaching and learning is dire need of effective equipment, improved methodology and adequate development of computer based programmes and activities. Business organisations and academic institutions are reluctant to invest in training of staff due to the likelihood that trained staff will be poached by other institutions and companies. Therefore, most business teachers not being adequately prepared, do not have sufficient confidence, to make use of technology in and out of the classroom. Lack of competence cum inadequate training of business teachers, can be seen as a barrier to teachers' use of ICT (Jimoh-Kadiri, 2008).

- e. **Maintenance and technical support:** Lack of maintenance and technical support is a problem to ICT. There is the likelihood that the equipment may breakdown during lesson.
  - f. Meanwhile, there are few technical staff to maintain and repair the system when this occurs (Ajadi, Salawu & Adeoye, 2008). Thus, the cost of maintenance of personal computers has become unbearable for the few business teachers and students who have them.
- 2) **Resistance to change:** People often resist change if they fail to see the additional benefits that it will bring. Some business teachers refuse to embrace the new technology because they are not computer literate. They prefer to continue with their traditional chalk and board method. Besides, many business students are unable to take advantage of the independent learning that ICT offers because the students are too lousy to take responsibility for their own learning, having been spoon-fed for so long (Ajadi, Salawu & Adeoye, 2008).
  - 3) **School curriculum:-**Most business students have no knowledge of ICT because it was not entrenched in the curriculum at their elementary and secondary education levels. It is only recently that computer education is being introduced at the elementary level. At the secondary school level, computer education is yet to be made a compulsory subject. The curriculum for training secretaries has not fully implemented a change over to an ICT-oriented one. Therefore obsolete knowledge and skills are still being used for today's business. Agomuo, (2007) found out that the aspects of ICT training are not included in the business-teacher education curricula. This makes it very difficult for business teachers to train modern secretaries who are knowledgeable in the use of ICT.
  - 4) **Non-commitment of government:-** The policy on ICT education has never been taken seriously by all levels of government, be it Federal, State or Local Government level.
  - 5) **The pace of development:-**The pace of development in the field of ICT creates problems of rapid obsolescence. Agbakoba-Osagie and Adedoyin (2002) stress the fact that some skills/competencies are changing so quickly that they are outdated within few months of their introduction. This phenomenon demands new approaches that require matching competencies which may constitute a problem to most business teachers.
  - 6) **Inadequate time:-** Most business teachers are too busy to experiment with the technology, share their experiences with colleagues and attend technology conferences, seminars and in-service training programmes. This is because of their engagement in other personal ventures. Many business teachers therefore prefer to remain with the use of the traditional classroom delivery methods than to use e-learning tools which will consume their time in the planning and integration stages (Jimoh-Kadiri, 2008).

Olaniyi (2016) describes e-learning as the process of delivering knowledge through electronic media, such as the internet, extranet, satellite broadcast, audio video tape, interactive TV, CD-ROM, electronic board and e-library. Kehinde and Olatunde's (2018) earlier study on Business educators' perception of the challenges of e-learning in public tertiary institutions in south west. Nigeria revealed the following as prospects: e-learning promotes immediate

feedback, makes teaching more interesting, makes learning more interesting, allows learners move at their own pace, provides multiple sources of knowledge, enhances diverse learning styles among business education students, is very flexible, provides easy access to information gathering and drawing of materials, Learning materials can be assessed irrespective of time and space, helps business education students to work on their own, provides diverse resources that can help teachers and learners to handle day-to-day teaching and learning challenges. E-learning can be very interesting and it enhances active learning among business education students.

Kehinde and Olatunde (2018) identify some challenges of e-learning in Business education. They are: Inadequate funding of e-learning facilities, poor internet connectivity, irregular power supply, low level of computer literacy among business educators, high cost of ICT equipment, poor ICT policy regulation, conservative attitude of teachers, acquisition of sub-standard e-learning equipment, acute shortage of ICT maintenance personnel, over-crowded classrooms, acute shortage of computer sets and distorted academic calendar.

### **Statement of the problem**

It is disheartening to know that in spite of Nigeria's huge human capital and natural endowment, Nigerian universities cannot be counted among those universities in the world that are fully implementing e-learning in Business education. It has become necessary for Nigerian universities to replace the old methods of teaching to accommodate the vision and mission statement of the Nigerian Educational system which aims at providing high quality skilled graduates for the labour market. In order to enhance the functionality of Business education, there is need to apply ICT tools for teaching and learning in Nigerian universities.

The major constraint facing the adoption and application of e-learning in Business education is the attitude of school management and authorities towards procuring and installation of the devices. Apart from the basic computers and other peripherals such as printers and modem, there is no stable internet connectivity within the reach of all the departments in some of our tertiary institutions in Nigeria (Ozaji, 2003). Another serious challenge to the use of information and communication technology is infrastructural deficiency. Regular and stable electricity supply is needed to run ICT devices. Lack of these basic infrastructure to power and run ICT equipment hampers the effective application of e-learning as some authorities of the tertiary institutions lack the necessary capacity to put a standby power generating plant for this purpose in their different lecture halls or they do not see the need for it.

### **Purpose of the Study**

The purpose of the study is to access the constraints and prospects of e-learning in Nigerian universities. Specifically the objectives are to:

- Find out constraints of using e-learning in Business education in Nigerian universities.
- Find out prospects of using e-learning in Business education in Nigerian universities.

### **Research Questions**

The following questions are raised to guide the study

1. What are the constraints of using e-learning in Business education in universities in Nigeria?
2. What are the prospects of using e-learning in Business education in universities in Nigeria?

### **Research Hypotheses**

The following hypotheses are tested at 0.05 level of significance.

1. There is no significant difference in the mean rating between male and female lecturers on constraints of using e-learning in Business education in universities in Nigeria.
2. There is no significant difference in the mean ratings between male and female Business education lecturers on prospects of using e-learning in Business education in universities in Nigeria.
3. There is no significant difference in the mean rating between state and federal universities lecturers on constraints of using e-learning in Business education in universities in Nigeria.
4. There is no significant difference in the mean ratings between state and federal universities Business education lecturers on prospects of using e-learning in Business education in universities in Nigeria.
5. There is no significant difference in the mean rating between experienced and less experienced lecturers on constraints of using e-learning in Business education in universities in Nigeria.
6. There is no significant difference in the mean ratings between experienced and less experienced Business education lecturers on prospects of using e-learning in Business education in universities in Nigeria.

### **Method**

This study adopted the descriptive survey research design which assessed constraints and prospects of using e-learning in universities as perceived by lecturers in south-south Nigeria. The Federal Universities in south-south Nigeria are; University of Benin, Federal University Otuoke, University of Uyo and University of Calabar while the State universities are: Ambrose Alli University, Ekpoma, Delta State University, Abraka, Niger Delta University, Wiberforce Island Yenagoa, Rivers State University, Port Harcourt, Ignatius Rufus University Education, and Cross River State University of Science and Technology, Akangba. The population of the study which serves as sample comprises of 132 Business education lecturers. The instrument used for this study is a questionnaire which is divided into two parts. Part A contains three(3) items of demographic variables such as type of institution, sex, job experience while Part B contains 32 items which are based on the research questions. The questionnaire was structured on 4 point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The face and content validity of the questionnaire was done by 3 experts in Measurement and Evaluation and 4 experts in Business education at the University of Benin, Benin City. All their suggestions were taken into consideration and corrected before the final copy of the questionnaire was written and used for the study. The internal consistency of the instrument was



established by administering 14 copies of the questionnaire to 14 lecturers in the Business education Department at Ebonyi State University, Abakaliki in South East Nigeria. The data collected were analyzed using Cronbach Alpha which yielded reliability coefficient of 0.87 and 0.82 on assessed constraints and prospects respectively. 157 copies of the questionnaire were administered to 157 lecturers but 132 were fully completed and returned (84.07%) rate. Mean and standard deviation were used for data analysis. The research questions had four options of Strongly Agree - 4 points, Agree - 3 points, Disagree - 2 points Strongly Disagree - 1 point. In decision rule, any item which had a mean of 2.5 and above was regarded as Agree while any mean item of less than 2.5 was regarded as Disagree.

## Results

**Research Question 1:** What are the constraints of using e-learning in Business education in universities of Nigeria?

**Table 1:** Mean ratings of constraints of using e-learning in Business education in universities in Nigeria? N=132

S/N	Items on constraints of using e-learning in Business education	Mean	SD	Remarks
1	Inadequate funding of e-learning facilities	3.08	0.82	Agree
2	Non availability of c-learning facilities			
3	Poor internet connectivity	3.18	0.72	Agree
4	Shortage of power supply	2.88	0.78	Agree
5	Computer illiteracy among Business education lecturers	2.94	0.78	Agree
6	High cost of equipment	2.81	0.80	Agree
7	Poor ICT policy implementation	3.14	0.77	Agree
8	Negative attitude of lecturers	2.79	0.87	Agree
9	Purchase of sub-standard c-learning equipment	2.54	0.90	Agree
10	Acute shortage of c-learning maintenance staff	2.86	0.93	Agree
11	Over-crowded classrooms	2.88	0.79	Agree
12	Shortage of computer hardware	2.68	0.78	Agree
13	Irregular academic calendar	2.76	0.83	Agree
14	Inadequate air conditioners	2.70	0.94	Agree
15	Inadequate instructors	2.46	0.97	Disagree
16	Vandalization of c-learning facilities	2.58	0.71	Agree
17	Negative attitude of students	2.66	0.86	Agree
18	Insufficient time	2.78	0.91	Agree

In table 1, all items except item 28 has a mean score of 2.5 and above meaning all items are constraints of using e-learning in Universities in Nigeria.

**Research Question 2:** What are the prospects that can be derived from the adoption of e-learning in tertiary institutions?

**Table 2:** Mean ratings of on prospects of using e-learning in Business in University in Nigeria.  
N= 132

S/N	Items on prospects of using e-learning in Business education	Mean	SD	Remarks
19	It promotes immediate feedback	2.81	0.74	Agree
20	It makes teaching more interesting	2.73	0.73	Agree
21	It makes learning more interesting	2.94	0.71	Agree
22	It allows learners move at their own pace	2.85	0.74	Agree
23	It provides multiple sources of knowledge	3.17	0.67	Agree
24	It enhances diverse learning styles in Business education	3.20	0.83	Agree
25	It is very flexible to adopt	2.66	0.70	Agree
26	It provides easy access to information gathering	2.74	0.68	Agree
27	It provides easy access to drawing of materials	2.78	0.78	Agree
28	Learning materials can be accessed irrespective of time and space	2.68	0.69	Agree
29	It helps business education students to work on their own	2.72	0.73	Agree
30	It provides diverse resource that can help teachers and learners to handle day-to-day teaching and learning challenges	2.80	0.70	Agree
31	E-learning can be very interesting	2.28	0.77	Disagree
32	It enhances active learning in business education students	2.69	0.62	Agree

In table 2, all items except item 13 has a mean score of 2.5 and above meaning all items are prospects of using e-learning in Universities in Nigeria.

### Result of Hypotheses

The results of the hypotheses are as follows:

1. There is no significant difference in the mean rating between male and female lecturers on constraints facing using e-learning in Business Education in universities in Nigeria.

**Table 3:** *t*-test result of mean and standard deviation of male and female lecturers on constraints of using e-learning in Business education in universities in Nigeria

Variables	N	$\bar{X}$	SD	df	t-cal	t-crit	Decision
Male	78	2.76	0.88	130	1.57	1.96	Not significant
Female	54	2.68	0.94				

The calculated t-test of 1.57 is less than t-crit at 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference in the mean ratings of the male and female lecturers on constraints of using e-learning in Business education in universities in Nigeria is retained.

2. There is no significant difference in the mean ratings between male and female Business education lecturers on prospects of using e-learning in Business Education in universities in Nigeria.

**Table 4:** *t-test result of mean and standard deviation of male and female Business education lecturers on prospects of using e-learning in Business education in universities in Nigeria.*

<b>Variables</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>df</b>	<b>t-cal</b>	<b>t-crit</b>	<b>Decision</b>
Male	78	2.67	0.95	130	1.53	1.96	Not significant
Female	54	2.62	0.98				

The calculated t-test of 1.53 is less than t-crit at 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference in the mean ratings between male and female Business education lecturers on prospects of using e-learning in Business education in universities in Nigeria is retained.

3. There is no significant difference in the mean ratings between state and federal universities Business education lecturers on constraints of using of e-learning in Business Education in universities in Nigeria.

**Table 5:** *t-test result of mean and standard deviation of state and federal universities Business education lecturers on constraints of using e-learning in Business education in universities in Nigeria.*

<b>Variables</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>df</b>	<b>t-cal</b>	<b>t-crit</b>	<b>Decision</b>
State Universities Lecturers	79	2.73	0.94	130	1.74	1.96	Not significant
Federal Universities Lecturers	53	2.68	0.89				

The calculated t-test of 1.74 is less than t-crit at 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference in the mean ratings of state and federal universities Business education lecturers on constraints of using e-learning in Business Education in universities in Nigeria is retained.

4. There is no significant difference in the mean ratings between state and federal universities lecturers on prospects of using e-learning in Business education in universities in Nigeria.

**Table 6:** *t-test result of mean and standard deviation of state and federal universities Business education lecturers on prospects of using e-learning in Business Education in universities in Nigeria.*

<b>Variables</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>df</b>	<b>t-cal</b>	<b>t-crit</b>	<b>Decision</b>
State Universities Lecturers	79	2.84	0.86	130	1.55	1.96	Not significant
Federal Universities Lecturers	53	2.72	0.91				

The calculated t-test of 1.55 is less than t-crit at 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference in the mean ratings of the state and

federal universities lecturers on prospects of using e-learning in Business education in universities in Nigeria is retained.

5. There is no significant difference in the mean rating between experienced and less experienced Business education lecturers on constraints of using e-learning in Business education in universities in Nigeria.

**Table 7:** *t-test result of mean and standard deviation of experienced and less experienced Business education lecturers on constraints of using e-learning in Business education in universities in Nigeria.*

<b>Variables</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>df</b>	<b>t-cal</b>	<b>t-crit</b>	<b>Decision</b>
Experienced Lecturers (10+ years)	89	2.77	0.94	130	1.72	1.96	Not significant
Less experienced (-10 years)	43	2.65	0.86				

The calculated t-test of 1.72 is less than t-crit at 1.96 level of significance. The hypothesis which states that there is no significant difference in the mean ratings of experienced and less experienced Business education lecturers on constraints of using e-learning in Business education in universities in Nigeria is retained.

6. There is no significant difference in the mean ratings between experienced and less experienced lecturers on prospects of using e-learning in Business Education in universities of Nigeria.

**Table 8:** *t-test result of mean and standard deviation experienced and less experienced lecturers on prospects of using e-learning in Business education in universities in Nigeria.*

<b>Variables</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>df</b>	<b>t-cal</b>	<b>t-crit</b>	<b>Decision</b>
Experienced Lecturers (10+ years)	89	2.76	0.83	130	1.62	1.96	Not significant
Less experienced (-10 years)	43	2.61	0.87				

The calculated t-test of 1.62 is less than t-crit at 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference in the mean ratings of experienced and less experienced lecturers on prospects of using e-learning in Business education in universities in Nigeria is retained.

## **Discussion**

The result of the study reveals that the following are the constraints of using of e-learning: poor internet connectivity, shortage of power supply, computer illiteracy among Business educators using e-learning, high cost of equipment, poor ICT policy implementation, negative attitude of lecturers, purchase of sub-standard e-learning equipment, acute shortage of e-learning maintenance staff, over-crowded classrooms, shortage of computers sets, irregular academic calendar, inadequate air conditioners, inadequate instructors, vandalization of e-learning facilities and negative attitude of students. This study is consistent with the earlier study

of Kehinde & Olatunde (2018) and Enwere and Nedum-Ogbede (2018), which earlier identified some similar challenges militating against the adoption e-learning in tertiary institutions as well as prospects.

The result of the study reveals that the following are the prospects of using e-learning: it promotes immediate feedback, it makes teaching more interesting, it makes learning more interesting, it allows learners move at their own pace, it provides multiple sources of knowledge, it enhances diverse learning styles among business education students, it is very flexible, it provides easy access to information gathering and drawing of materials, learning materials can be accessed irrespective of time and space, it helps Business education students to work on their own, it provides diverse resources that can help teachers and learners to handle day-to-day teaching and learning challenges and it enhances active learning among Business education students.

The results of the hypotheses are: there is no significant difference in the mean ratings between male and female Business education lecturers on constraints of using e-learning in Business Education in universities of Nigeria; there is no significant difference in the mean rating between male and female lecturers on prospects of using e-learning in Business Education in universities in Nigeria, there is no significant difference in the mean ratings between state and federal universities Business education lecturers on constraints of using e-learning in Business Education in universities of in Nigeria; there is no significant difference in the mean rating between state and federal universities lecturers on prospects of using of e-learning in Business Education in universities in Nigeria; there is no significant difference in the mean ratings between experienced and less experienced Business education lecturers on constraints of using e-learning in Business Education in universities of Nigeria and there is no significant difference in the mean rating between experienced and less experienced lecturers on prospects of using e-learning in Business Education in universities in Nigeria.

## **Conclusion**

Business education is education for and about business. It helps to impart syllable skills to individuals to enable them function effectively in the world of work after graduation most especially in this era of ICT. E-learning can be adopted to boost effective teaching and learning of Business education courses in Nigerian universities and e-learning is rarely utilized in Business education in universities in Nigeria.

## **Recommendations**

The following recommendations are made for this study:

1. E-learning centres should be established in Business education Departments in universities in Nigeria,
2. University management should create a special fund for e-learning in Business education in Nigerian universities.
3. Adequate facilities should be provided by university management for e-learning in Business education.

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