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Assessment of Availability and Utilization of e-Learning Technologies in Business Education in Lagos State University of Education, Oto/Ijanikin

[1]Seyi DAVID (PhD); [2]ISMAILA, Yusuf Olajide; [3]OGUNNOWO, Taiye Amos
[1]Department of Arts & Social Science Education, (Business Education Unit)
Lead City University, Ibadan, Nigeria
[2 & 3]Business Education Department, College of Vocational and Entrepreneurship Education, Lagos State University of Education, Oto/Ijanikin, Lagos, Nigeria
ismailayo@lasued.edu.ng
08029084606

Abstract

The study assessed of availability and utilization of e-learning technologies in Business Education in Lagos State University of Education, Oto/Ijanikin. Inadequate utilization of new technology 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. A Business Education programme is considered a veritable instrument for preparing students for the enterprise as employees, employers, entrepreneurs, and self-employed. A descriptive survey research design was used. A sample size of 200 students of business education were used for the study through total enumeration. A structured questionnaire was used to collect data and data obtained was analyzed using mean and standard deviation to answer research questions. The findings of the study revealed that there are e-learning tools accessible, and some of them are heavily used by both lecturers (instructors) and students in business education programmes. Due to the lack of e-learning infrastructure and facilities in tertiary institutions and a paucity of competent people with e-learning applications, e-learning technology resources were not widely used in teaching business education. It was therefore recommended that teaching and learning of Business Education programmes in tertiary institutions should be supported by the Nigerian government to ensure that e-learning technology tools are supplied and made available.

Keywords: e-learning technology, Utilization, Availability, Instructional Delivery, Business Education

1.1 Introduction

Evaluation of accessibility Education for and about business has been defined as business education (Okwuanaso & Nwazor, 2016; Nwosu, 2018). Stated differently, the knowledge

and skills needed in business are taught in business education. The pedagogical expertise and business abilities required to educate business attitude, concepts, skills, and knowledge are regarded as components of business education. This could be for use in one's personal or professional life, such as in a management, teaching, or administrative role. It is believed that a business education program fosters the abilities necessary for a

person to operate successfully and efficiently as an employer or employee. According to Chukwu and Ishiaku (2014) in Olumese (2017), business education is a comprehensive discipline whose instructional program covers the knowledge, attitudes, and skills that every individual needs to manage their own personal business and economic system as well as the skills required for advancement in a variety of careers and entry into the workforce. Utilizing technology as a teaching and learning tool becomes crucial to achieving this goal.

It is widely accepted that information and communication technology may be used to increase the efficacy and efficiency of business education. The way that education is delivered will alter as information and communication technology (ICT) becomes more prevalent. According to Akudulu (2016), the emergence of information and communication technology has led to the development of new educational goals, necessitating creativity and adjustments to the approach, material, and assessment techniques. Formal, non-formal, and informal education are the three approaches that can be utilized to educate business education, according to Omolade (2018) in Olumese (2018). According to Akinpelu, Adewale, and Otunla (2019), these three approaches can make use of information communication technology (ICT), including computers, teleconferences, email, video conferencing, microcomputers, the internet, cyberspace, and email. Hypertext, video text, satellite communication, and interactive cable television are a few more evaluations of accessibility.

The paradigm has shifted from being learner-centered to teacher-centered as a result of the changes in education. This suggests that students' interests now dictate what and how they should learn, rather than the teacher's ability to set curriculum. Because of this circumstance, electronic learning, or e-learning, has emerged. Interactive technologies and communication systems are utilized in electronic learning to enhance the quality of learning experiences. It has the power to completely change how education is imparted and learned.
In industrialized nations, e-learning integration into higher institution teaching and learning activities is expanding quickly. On the websites of the majority of postsecondary educational institutions in industrialized nations, students can access online lectures and take part in other learning activities. Email, real-time text conferencing, peer tutorials, and online tutorials have all been incorporated into the teaching and learning process for several years in industrialized countries, according to Omo-Ettu in Okereke (2015). The slow expansion of e-learning integration in Nigerian academic institutions could be attributed to widespread ignorance. Manir (2017) pointed out that two decades ago, ICT knowledge in Nigeria began to gain traction. The speakers provided the initial exposure. scholars, researchers, and international students who got the chance to attend ICT conferences.

Students in business education use e-learning differently depending on how computer-literate they are. The degree to which students are capable of performing fundamental computer-oriented tasks is referred to as computer literacy. (Olusegun, Oluwafemi, and Sushil 2006) pointed out that students' computer literacy levels have an impact on how they use e-learning resources. This is so that students can do their studies with confidence when they are proficient in using e-learning tools.

The extent to which university students, particularly those studying business education, use electronic learning will determine whether Nigeria has more self-sufficient learners who can solve problems and make constructive contributions to the improvement of both Nigerian and global processes. These days, many kids have access to PCs with internet connectivity, and many have smartphones and other internet-enabled devices. According to (Prensky, 2019) research, young individuals belonging to the digital native generation exhibit advanced knowledge and proficiency with information technologies.

Business education is an aspect of learning that prepares individuals for the role of business and offers them knowledge about business (Nwazor, 2014). Business education according to (Ezenwafor, 2012), is a programme of instructions that consists of two parts, namely office education, a programme of vocation for office careers with skills needed to manage business affairs and use the services of the business world. For business educators to utilize e-learning technologies to teach students, the technologies have to be available. The challenges that business educators are facing are, Slow internet connection: This has negatively affected both business education lecturers and students from using e-learning technologies for effective teaching and learning in our colleges of education. According to Nwankwudo, Oguejiofor, and Nwankwo cited in Ezeugbor and Nwanchukwu (2019), e-learning provides students and teachers with practical and functional knowledge of computers, the internet, and other associated areas. Moreover, internet facilities should be made available 24 hours to teachers and students to prepare them to meet up with the current information era. Inadequate curriculum: The non-inclusion of learning in the business education curricula is increasingly being questioned by parents and the public. Most business education lecturers have no computer education knowledge because it was not enriched in the curriculum at their primary or secondary school level. However, the curriculum designed for training business education at various levels of education has not completely implemented e-learning-oriented programmes (Jimohkadiri and Bupo, 2019). Low level of computer literacy among business education lecturers: The lack of business education lecturers with the right knowledge of computer usage is one big barrier militating against the effective utilization of e-learning facilities in teaching business education courses. Another issue is the computer literacy skills of both the teacher and the learner.

(Harper, Hedburg, Bennett, and Lockyer, 2016). lecturers need the skill for preparing course materials and learners equally need it for the comprehensive learning process.

Today's business education training programs encourage the use of e-learning because of modern business trends like e-banking, e-commerce, digitization of corporate operations, and Management Information Systems (MIS), among others. Thus, e-learning resources should be available for students enrolled in business education programs to use for research. Examining how business education students in tertiary institutions use electronic learning is becoming increasingly relevant as the trend toward e-learning in higher education continues. This study was made necessary by the desire to investigate how business education students in public tertiary institutions make use of e-learning materials.

Despite e-learning's immense significance, it appears that few Nigerian tertiary institutions have used it for teaching or learning. This is the case due to a dearth of research on the topic of employing e-learning materials for research. Additionally, Manir (2019) notes that a deficiency in computer culture among business education students in

public tertiary institutions tends to inhibit the new technology's rapid diffusion. There appears to be another problem with not having a computer with students' proficiency in using technology. It would be challenging for students who are not computer proficient to adjust to the usage of e-learning resources in the classroom. The need for e-learning technologies in business school instruction delivery stems from the need to improve curriculum implementation's efficacy and efficiency. However, in developing nations like Nigeria, e-learning faces obstacles due to a lack of physical devices, including computers, computer labs, internet and email access, wireless applications, fax machines, videophones and teleconferencing equipment, digital libraries, digital classrooms, multimedia systems, and the difficulty of developing multimedia courseware, among other issues. According to other research, there is a shortage of infrastructure, facilities, and equipment as well as a shortage of teachers with e-learning experience (Jegede and Owolabi, 2008). The issue is that the new technologies present obstacles to e-learning in education colleges, especially for business education in terms of access and utilization. In light of this, the current study is being conducted to ascertain the degree of use and obstacles to the efficient use of e-learning technologies in the delivery of instruction in Lagos State University of Education.

The study aimed to assess the availability and utilization of e-learning technologies in Business Education in Lagos State University of Education, Oto/Ijanikin. The objectives of the study were to: (i) Ascertain the availability of e-learning tools for business education program instruction at Lagos State University of Education, Oto/Ijanikin. (ii) Ascertain the level of usage of e-learning tools by lecturers of the business education programme in Lagos State University of Education, Oto/Ijanikin. The following research questions were used to gather data (i) What is the level of availability of e-learning tools to business education program instruction at Lagos State University of Education, Oto/Ijanikin? And

(ii) Ascertain the level of usage of e-learning tools by lecturers of the business education program in Lagos State University of Education, Oto/Ijanikin.

2.1 Literature Review

Concept of e-Learning

E-learning, or electronic learning, refers to using electronic technologies, primarily the internet, to deliver educational content and facilitate learning outside of traditional classroom settings. It encompasses various activities, from online courses and virtual classrooms to interactive educational games and simulations. One of the key advantages of e-learning is its flexibility, allowing learners to access materials and participate in activities at their own pace and convenience. (Uchendu, 2012). This flexibility is particularly beneficial for individuals with other commitments such as work or family responsibilities. E-learning can take various forms, including:

Online Courses: These are structured courses offered entirely over the Internet. They may include video lectures, readings, quizzes, and assignments, often facilitated by an instructor or through automated systems.

Virtual Classrooms: Similar to traditional classrooms, virtual classrooms enable real-time interaction between instructors and learners. Participants can engage in discussions, ask questions, and collaborate on projects using video conferencing and other online tools.

Educational Apps and Games: These interactive tools aim to make learning more engaging and enjoyable. They cover a wide range of subjects and cater to different age groups, from preschoolers to adults.

Simulations and Virtual Labs: Particularly useful for subjects like science and engineering, simulations and virtual labs allow learners to conduct experiments and explore concepts in a safe, controlled environment.

Mobile Learning: With the widespread use of smartphones and tablets, many e-learning platforms offer mobile-friendly options, enabling learners to access content on the go.

Overview of Business Education

Business education encompasses a wide range of academic disciplines and practical skills focused on preparing individuals for careers in various sectors of the business world. It typically includes areas such as finance, marketing, management, accounting, economics, entrepreneurship, and more. Business education can be pursued at different levels, including high school, undergraduate, graduate, and postgraduate levels. At the high school level, business education often introduces students to basic business concepts and skills, such as personal finance, economics, and introductory accounting. Akubueze (2012).

In undergraduate programs, students delve deeper into specific areas of business through coursework and practical experiences like internships (Oladunjoye 2015) They may pursue degrees such as Bachelor of Business Administration (BBA), Bachelor of Commerce (B. Com), or related degrees, depending on the country and institution. Graduate-level business education typically involves more specialized study and often leads to advanced degrees

such as Master of Business Administration (MBA), Master of Finance, Master of Marketing, or Master of Accounting. Anyaeneh and Nzegwu (2015). These programs are designed to develop advanced skills and knowledge in specific areas of business and often include opportunities for networking and internships.

Postgraduate education in business includes doctoral programs (Ph.D or DBA) for those interested in academic research and teaching in business-related fields. Education can be delivered through various formats, including traditional classroom-based learning, online courses, hybrid programs combining online and in-person instruction, and executive education programs tailored for working professionals. Akubueze (2012)

The goals of business education include equipping students with theoretical knowledge, practical skills, critical thinking abilities, and ethical awareness necessary to succeed in diverse business environments. It also aims to foster innovation, entrepreneurship, and leadership qualities essential for driving organizational growth and societal progress.

Benefits of Utilization of E-Learning Technologies in Business Education Programmes in Tertiary Institutions

The utilization of e-learning technologies in business education offers numerous benefits, both for learners and organizations. Aimtrain (2019) identifies some benefits of the utilization of e-learning technologies in business education programmes:

Accessibility: E-learning allows learners to access educational materials anytime, anywhere, as long as they have an internet connection. This accessibility is especially beneficial for working professionals who may have busy schedules or limited time for traditional classroom-based learning.

Flexibility: E-learning offers flexibility in terms of pacing and scheduling. Learners can progress through courses at their own pace, allowing them to balance their studies with work and other commitments. This flexibility also accommodates different learning styles and preferences.

Cost-Effectiveness: Implementing e-learning can be more cost-effective than traditional classroom-based training. There are typically lower overhead costs associated with e-learning, such as reduced need for physical classroom space, travel expenses, and printed materials. Additionally, e-learning often allows for the reuse of content across multiple sessions or courses.

Scalability: E-learning platforms can easily scale to accommodate large numbers of learners, making it ideal for businesses with diverse employee populations or those experiencing rapid growth. New content can be quickly developed and deployed to meet the evolving needs of the organization.

Personalization: E-learning platforms can use data analytics and machine learning algorithms to personalize the learning experience for each learner. By tracking learners' progress, preferences, and performance, e-learning systems can deliver customized content, recommendations, and feedback to optimize learning outcomes.

Engagement: Interactive multimedia elements, such as videos, simulations, quizzes, and gamification, can enhance learner engagement and retention. E-learning technologies provide opportunities for interactive and immersive learning experiences that are more engaging than traditional lecture-based formats.

Global reach: E-learning enables organizations to reach a geographically dispersed workforce or customer base. This is particularly advantageous for multinational companies or those operating in remote locations where access to traditional educational resources may be limited. Continuous learning: E-learning facilitates lifelong learning by providing access to a wide range of resources and courses on demand. This supports ongoing skill development and professional growth, helping employees stay competitive in today's rapidly changing business environment.

Constraints of Utilization of E-Learning Technologies for Business Education in Tertiary Institutions

Utilizing e-learning technologies in business education offers numerous advantages, including flexibility, scalability, and cost-effectiveness. However, according to Akpotohwo, (2016) several constraints may hinder their effective utilization:

Technological Infrastructure: Access to reliable internet connections, appropriate hardware, and software can be a significant challenge, especially in regions with poor connectivity or limited resources. Without the necessary infrastructure, learners may struggle to access e-learning materials.

Digital Literacy: Some learners may lack the necessary digital literacy skills to navigate e-learning platforms effectively. This can lead to frustration and disengagement, particularly among older or less technologically savvy individuals.

Quality of Content: Ensuring the quality and relevance of e-learning content can be challenging. Poorly designed materials or outdated information may fail to engage learners or adequately prepare them for real-world business challenges.

Interactivity and Engagement: Maintaining learner engagement in an online environment can be difficult. Without face-to-face interaction, students may feel isolated or disengaged, leading to reduced motivation and learning outcomes.

Assessment and Feedback: Designing effective assessments and providing timely feedback in e-learning environments can be challenging. Without careful planning, it may be difficult to assess students' understanding and progress accurately.

Security and Privacy Concerns: E-learning platforms must address security and privacy concerns to protect sensitive data and ensure a safe learning environment. Issues such as data breaches or unauthorized access can undermine trust in the platform and deter participation.

Adaptability to Different Learning Styles: E-learning technologies should cater to diverse learning styles to accommodate the needs of all learners. Failure to provide varied instructional approaches may result in some students being left behind or disengaged.

Resource Constraints: Developing and maintaining e-learning materials requires significant resources, including time, expertise, and financial investment. Some educational institutions or businesses may lack the necessary resources to implement and sustain effective e-learning programs.

Regulatory Compliance: Compliance with regulatory standards, such as accessibility requirements or data protection regulations, can pose challenges for e-learning initiatives. Failure to comply with relevant regulations may result in legal consequences or reputational damage.

Resistance to Change: Resistance from stakeholders, including educators, administrators, and learners, can impede the adoption of e-learning technologies. Addressing concerns
about the effectiveness, validity, or impact of online learning may require proactive communication and support.

Emerging Changes in Business Education Programs Due to e-Learning Technologies in Tertiary Institutions

E-learning technologies according to Gabadeen, (2015) have significantly impacted business education programs, leading to several emerging changes

Flexibility in Learning: E-learning allows students to access course materials and lectures at their own pace and convenience. Business schools are increasingly adopting asynchronous learning models, where students can study anytime, anywhere, thus accommodating diverse schedules and learning styles.

Customized Learning Paths: With adaptive learning technologies, business education programs can tailor content to individual student needs and pace of learning. This personalization enhances engagement and ensures that students grasp concepts effectively.

Global Accessibility: E-learning has facilitated access to business education programs globally. Students no longer need to relocate or commute to attend classes, enabling a more diverse student body and fostering international collaboration and networking opportunities.

Blended Learning Models: Many business schools are adopting blended learning approaches, combining online and traditional classroom instruction. This hybrid model allows for a more interactive learning experience, leveraging the advantages of both online and in-person teaching methods.

Interactive Learning Tools: E-learning platforms offer various interactive tools such as simulations, case studies, and virtual labs, enabling students to apply theoretical knowledge to real-world business scenarios. These tools enhance critical thinking, problem-solving, and decision-making skills.

Data-Driven Insights: E-learning platforms generate vast amounts of data on student engagement, performance, and learning preferences. Business schools can leverage analytics to assess the effectiveness of their programs, identify areas for improvement, and personalize learning experiences further.

Continuous Learning and Micro-credentials: E-learning enables professionals to pursue continuous learning and acquire specialized skills through micro-credential programs. Business schools are increasingly offering short, focused courses and certifications that cater to specific industry needs, allowing individuals to upskill or reskill as required.

Collaborative Learning Environments: Virtual classrooms and online collaboration tools facilitate peer-to-peer learning and group projects, fostering teamwork and networking among students. Business education programs are incorporating more collaborative activities to simulate real-world business environments.

Faculty Development and Training: E-learning technologies require faculty members to adapt their teaching methods and develop proficiency in online instruction. Business schools are investing in faculty training programs to ensure instructors can effectively leverage e-learning tools and techniques.

Emphasis on Digital Literacy and Soft Skills: In addition to traditional business knowledge, e-learning programs focus on developing digital literacy and soft skills such as communication, leadership, and adaptability, which are essential for success in today's dynamic business environment.

Influence of E-learning Technologies on the Quality Instructional Delivery of Business Education Lecturers in Tertiary Institutions

E-learning, according to Markus (2018), assessing the extent to which technologies improve the quality of instructional delivery by business education lecturers in tertiary institutions involves considering various factors:

Accessibility and Flexibility: E-learning technologies can enhance accessibility to educational materials and resources, allowing students to learn at their own pace and convenience. Lecturers can provide recorded lectures, online quizzes, and interactive modules, accommodating diverse learning styles and schedules.

Engagement and Interactivity: E-learning platforms often offer interactive features such as discussion forums, virtual classrooms, and multimedia content. These tools can foster student engagement and collaboration, enabling lecturers to create dynamic learning experiences that stimulate critical thinking and problem-solving skills.

Personalization and Adaptability: With e-learning technologies, lecturers can tailor instruction to meet individual student needs through adaptive learning algorithms and personalized feedback mechanisms. This customization can lead to more effective learning outcomes by addressing specific learning gaps and preferences.

Enhanced Resources and Multimedia: E-learning platforms enable the integration of multimedia elements such as videos, simulations, and animations, which can enhance the clarity and effectiveness of instructional materials. Business education lecturers can

utilize these resources to illustrate complex concepts, demonstrate real-world applications, and enhance student understanding.

Assessment and Feedback Mechanisms: E-learning technologies offer various assessment tools such as online quizzes, automated grading systems, and instant feedback mechanisms. These features enable lecturers to assess student progress efficiently, identify areas of improvement, and provide timely feedback to enhance learning outcomes.

Professional Development Opportunities: E-learning platforms often provide opportunities for lecturers to enhance their teaching skills through online training modules, webinars, and peer collaboration networks. Continuous professional development can improve lecturers' instructional strategies and proficiency in utilizing e-learning technologies effectively.

Challenges and Limitations: Despite the potential benefits, e-learning technologies also present challenges such as technological barriers, digital divide issues, and concerns about maintaining academic rigor and student engagement in online environments. Lecturers may require adequate support and training to overcome these challenges and maximize the benefits of e-learning technologies.

Impact of E-learning Technologies in Enhancing the Quality of Instruction in Tertiary Institution's Business Education Programs

The utilization of e-learning technology in tertiary business education programs has become increasingly prevalent in recent years Ezenwafor (2012). Its impact on enhancing instructional quality can be significant, but its effectiveness depends on various factors.

Accessibility and Flexibility: E-learning platforms offer students flexibility in accessing learning materials at their own pace and convenience. This accessibility can enhance instruction by allowing students to review content as needed and engage with it at times that suit their schedules.

Interactive Learning Tools: Many e-learning platforms incorporate interactive elements such as quizzes, simulations, and multimedia content. These tools can enhance the learning experience by providing opportunities for active engagement and practical application of concepts, thereby improving understanding and retention.

Personalized Learning: E-learning technologies can be used to tailor instruction to individual students' needs and preferences. Adaptive learning algorithms can analyze students' performance and provide targeted feedback and additional resources to support their learning journey.

Collaborative Learning Opportunities: Online discussion forums, group projects, and collaborative tools enable students to engage with peers and instructors regardless of geographical constraints. This fosters a sense of community and allows for the exchange of ideas and perspectives, enriching the learning experience.

Real-time Feedback and Assessment: E-learning platforms often facilitate instantaneous feedback on assessments and assignments, allowing students to identify areas for improvement promptly. This immediate feedback loop can help students gauge their progress and adjust their learning strategies accordingly.

Integration of Multimedia and Rich Content: E-learning technology enables the integration of multimedia elements such as videos, animations, and virtual reality simulations into course materials. This multimedia approach can make complex concepts more accessible and engaging, enhancing the overall quality of instruction.

Data Analytics for Continuous Improvement: E-learning platforms generate vast amounts of data on students' interactions and performance. Analyzing this data can provide valuable insights into teaching effectiveness, student engagement, and areas for curriculum refinement, enabling continuous improvement in instructional quality.

3.1 Methodology

The study used a descriptive survey design. The population for this study was 200 business education students at the Lagos State University of Education, Oto/Ijanikin. The sample size for the study was two hundred (200) Business Education. Due to the size of the population, total enumeration was employed. The data for this study were collected through the use of a structured questionnaire developed by the researchers from the review of related literature. The instrument for data collection was subjected to face and content validity by experts in Business Education. The data was collected by the researchers with the aid of research assistants. The data collected were analyzed using descriptive statistics to answer research questions.

4.1 Results and Discussion

Table 1: What e-learning tools are available to enhance the Business Education programs taught in tertiary institutions?

S/N	Items	Means	SD
1.	Learning Management Systems (LMS) like Moodle, Blackboard, and Canvas are widely used e-learning tools that enhance business education programs in tertiary institutions	3.90	1.449
2	Tools such as Zoom, Microsoft Teams, and Google Meet facilitate virtual classrooms, allowing for real-time interaction, live lectures, and collaborative learning experiences, which are essential for the dynamic needs of business education.	3.80	1.135
3	Business simulation tools like Sim Venture, Capsim, and Marketplace Simulations offer practical, hands-on learning experiences by allowing students to manage virtual companies, make strategic decisions, and understand complex business concepts in a risk-free environment.	4.30	0.823
4	Platforms such as Mahara, Port folium, and Google Sites enable students to create e-portfolios, showcasing their work, projects, and achievements, which help in personal branding and demonstrating competencies to potential employers.	4.60	0.516
5	Tools like H5P, Adobe Captivate, and Articulate 360 allow educators to create engaging, interactive content including quizzes, presentations, and gamified learning modules, thereby enhancing the interactivity and engagement levels in business education programs.	4.40	0.516
	Grand Mean	**4.20**	

Source: Field Survey 2024

The findings in Table 1 revealed the responses to items 1- 5, the mean ratings as well as the standard deviation. The mean ratings of items ranged from 3.80 to 4.40 which implied that there are high numbers of e-learning tools that are available for utilization of teaching business education programmes because it is above 4.20. The standard deviation of the items ranged from 0.516 to 1.449. The grand mean of 4.20 implied that the respondents generally agreed that e-learning technology tools are available for utilization to a high extent for the effective teaching and learning of Business Education programme in tertiary institutions.

Table 2: How much do lecturers use e-learning technology to enhance their Business Education programme teaching and learning in tertiary institutions?

S/N	Items	Means	SD
6	A significant proportion of lecturers in tertiary institutions are incorporating e-learning technology into their teaching practices for business education programs, utilizing platforms like learning management systems (LMS), online assessment tools, and digital collaboration software to enhance student engagement and learning outcomes.	4.20	1.033
7	The integration of e-learning technologies has led to a noticeable shift in teaching methodologies among business education lecturers, with a trend towards more interactive and student-centered learning experiences	4.40	0.516
8	Lecturers frequently employ e-learning technologies as part of their routine teaching activities, with many using these tools for a variety of purposes such as delivering lectures, distributing course materials, conducting quizzes, and facilitating group projects and discussions.	4.50	0.707
9	Despite the widespread use of e-learning technologies, lecturers face several challenges, including technical issues, lack of adequate training, and resistance to change.	4.50	0.527
10	The utilization of e-learning technologies by lecturers is generally perceived positively by students, who report enhanced accessibility to learning resources, increased flexibility in their studies, and improved academic performance	4.10	0.994
	Grand Mean	**3.54**	

Source: Field Survey 2024

The findings in Table 2 revealed the responses to items 5 - 10, the mean ratings as well as the standard deviation. The mean ratings of items ranged from 4.10 to 4.50 which implied that tertiary institutions lecturers use the available e-learning tools for teaching and learning of business education programmes LASUED because it is above 3.54. The standard deviation of the items ranged from 0.516 to 1.033. The grand mean of 3.54 implied that the respondents generally agreed that lecturers make good use of e-learning technology tools that are available for utilization in a high extent for the effective teaching and learning of Business Education programmes in tertiary institutions.

4.2 Discussion of Findings

The finding of the study showed that e-learning facilities were moderately available (mean = 4.20) for teaching and learning of business education programmes in the sampled university in Lagos State. The findings according to Madu and Pam (2011) indicate that a diverse array of e-learning tools is available to enhance business education programs in tertiary institutions. Each category of tools addresses different educational needs, from content delivery and collaboration to practical application and data analysis. The integration of these tools into business education programs not only enhances the learning experience but also equips students with the skills and knowledge required to thrive in the contemporary business landscape. Institutions that effectively leverage these e-learning tools can offer more engaging, flexible, and comprehensive education, ultimately leading to better student outcomes and greater preparedness for the business world.

The finding of the study showed that lecturers prefer to make good use of e-learning facilities that are available moderately for instructional delivery (mean = 3.54). The findings according to Kumiko (2010) reveal a substantial variation in the use of e-learning technology among lecturers in business education programs. The adoption rates range from minimal use of basic tools like email and PowerPoint presentations to extensive use of advanced learning management systems (LMS) and interactive platforms. The integration of e-learning technology in business education programs at tertiary institutions varies widely but holds significant potential to enhance teaching and learning. By addressing the identified challenges and leveraging the factors that promote adoption, institutions can foster a more effective and engaging educational environment.

5.1 Conclusion and Recommendations

In conclusion, the assessment of the availability and utilization of e-learning technologies in business education programs at tertiary institutions reveals critical insights into the integration and impact of digital tools in academic environments. The research highlights a significant disparity between the potential of e-learning technologies and their actual implementation, often hindered by infrastructural, financial, and training challenges. Despite these obstacles, the adoption of e-learning technologies demonstrates a positive trend toward enhancing educational accessibility, flexibility, and engagement among students and educators. To fully realize the benefits of e-learning in business education, institutions must prioritize investments in robust digital infrastructure, continuous professional development for educators, and inclusive policies that ensure equitable access to technology for all students. These measures will be instrumental in preparing graduates for the dynamic demands of the modern business world, fostering a culture of continuous learning and innovation.

Based on the findings the following recommendations were advanced thus:

(i) There should be availability of hardware, learning management systems, educational software, and other digital tools for the quality of e-learning materials.

(ii) Ensure that the content aligns with the educational objectives and curriculum requirements. Assess the interactive elements of the content and their effectiveness in engaging students.

(iii) Lecturers should make use of social media to disseminate knowledge/instructions because undergraduates of ICT resources chat.

(iv) Well-standard dedicated ICT laboratories should be built-in universities and students should be allowed to have easy access to them.

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