

Influence of the Use of E-Learning Technologies on the Learning of Business Education Courses as Perceived by Business Education Students in South-South, Nigeria

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ABSTRACT: *The study was carried out to determine perceived influence of the use of e-learning technologies on the learning of Business Education courses in Public Universities in South-South, Nigeria. The study was guided by two research questions and two null hypotheses. The study adopted descriptive survey research design. The population of the study is eight hundred and seventy-nine final year students in public universities in South-South, Nigeria. The sample of size of 275 Business Education students, through Yaro Yamane formula was studied. Structured questionnaire containing 25 item entitled “Perceived influence of the use of e-learning technologies on the learning of Business Education courses” were used for data collection. The instrument was validated by three (3) experts. The Cronbach Alpha Reliability coefficient was 0.97 and 0.91. 275 copies of instrument were distributed; 250 copies were successfully retrieved from students. Mean (X) and Standard Deviation (SD) were used in analyzing the research questions. The null hypotheses were tested at 0.05 level of significance using t-test statistical tool. The findings showed that the use of digital library, video conference and Google search engine have positive influence on the learning of Business Education in Public Universities in South-South, Nigeria. The hypotheses tested showed there is no significant difference between the opinion of students in Federal and State Universities perceived influence of digital library in learning of Business Education courses, there is no significant difference in the mean ratings of male and female Business Education students on the perceived influence of the use of video conferencing in learning of Business Education courses, Nigeria and there is no significant difference in the mean ratings of Business Education Students in Federal and State Universities on the perceived influence of the use of Google Search Engine in learning of business education courses in public universities based on school ownership. Based on the findings of the study, it was concluded that, the use of digital camera, digital library, video conferencing and Google search engine are*

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believed to have influence on the learning of Business Education courses in public universities in South-South, Nigeria. The study recommended among others that management of public universities in South-South zone of Nigeria should endeavour to adequately provide e-learning technologies identified in order to sustain e-learning in learning of business education courses. The educational implication is that the e-learning technologies for teaching and learning of Business Education courses influence teaching and learning of Business Education courses. Training and re-training of lecturers in the utilization of e-learning technologies should be adopted, because it will improve lecturers' skills in business education courses and also help students to learn better and faster in the classroom.

KEYWORD: e-learning technologies, teaching, business education

INTRODUCTION

Business education is a programme of study concerned with the teaching and learning of various types of business skills as well as how to practically and successfully engage in them for the purpose of earning a living and the pedagogical training for transmitting such knowledge to others. Business Education is often regarded as education for and about business. Aliyu (2011) in his conceptual framework for Business Education described education for business as that training provided for some students to be effective workers and the education about business is for all students to be informed citizens. This implies that Business Education programme is aimed at providing individuals with economic understanding which will further improve the individual's standard of living and in furtherance, the business system. Business Education has been defined differently by various people and writers. To the understanding of the man on the street often referred to as the layman, Business Education could mean education about how to do business. While to an illiterate, this is one who has heard about Business Education as a course of study in schools with the attendant subjects but not his specialization. It could mean education to learn how to type and write in shorthand. These assertions cannot be perceived as completely wrong or out of place because, these definitions contained element of what the curriculum content of Business Education is aimed to achieve which are: knowledge and skill acquisition. To the professional who the researcher wishes to describe as someone who has undergone training in the Business Education programme, it means more than what the common man and the uneducated man have perceived it to be. Course Options in the Business Education programme are Accounting, Office Technology and Management (OTM), Entrepreneurship, Marketing/Distributive Education. These courses enable the programme to produce competent business education graduates ready to fit into highly competitive labour markets. According to Ile (2018), to ensure optimum teaching and learning of contents under the best conditions, Business Education departments are expected to be adequately and sufficiently provided with the requisite e-learning technologies.

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E-learning is defined as the delivery of information electronically with the increased value of maintaining quality and standard, throughout the process without hindrances to particular locations or zones (Fiokedi, 2019). Iyamu and Chiedu (2020), noted that electronic learning technologies are becoming increasingly popular in tertiary institutions, especially universities as they are used for teaching, managing courses, providing simulations, enriching existing courses, programming, and problem-solving. The catalyst for growth in e-learning is its suitability for simulation and experiential learning through the internet and computer applications. According to Owate, Afolabi, an Akanwa (2017), the application of e-learning facilities in tertiary institutions in South-South Nigeria has come up as relevant materials are produced in the 21st century to help in the delivery of some tasks by educators. They further stated that the new technology was produced and applied in most of the western world, but currently, e-learning facilities are used in developing countries too. Ezema (2019) noted that e-learning is the application of modern technologies to improve skills and knowledge. E-learning allows students to be in charge of the pace of study, sequence of learning, content, time, and access management of materials. E-learning creates adaptive learning, which makes learning by students highly individualised, resulting in improved learning interactions with other learners, which is called collaborative learning. In this case, teachers are no longer serving as distributors of knowledge content but just facilitators of learning and competency assessors.

E-learning involves the use of technology to enhance learning, including digital collaboration, satellite broadcasting, and CD-ROMs, among others. E-learning, according to Markus (2018), could be defined as a learning process created by interaction with digitally delivered content, network-based services, and tutoring support. E-learning is any technologically mediated learning using computers, whether from a distance or in a face-to-face classroom setting (computer-assisted learning). E-learning is an inclusive term for all forms of educational technology that electronically or technologically support learning and teaching. E-learning can be viewed as computer-assisted learning and as pedagogy for student-centred and collaborative learning. Early developments in e-learning focused on computer-assisted learning, where part or all of the learning contents are delivered digitally. More recently, the pedagogical dimension of e-learning has become prominent. E-learning comprises all forms of electronically supported learning and teaching. Information and communication systems, whether networked or not, serve as specific media to implement the learning process. Ojeaga and Igbinedion (2018) noted that advancements in information technology in the 21st century have made e-learning an invaluable technology for teaching, and learning in Business Education.

On the hand, teaching and learning are transformational activities that involve two major variables: students and teachers (Iyamu & Chiedu, 2020). In the teaching-learning process, emphasis is placed on students and their increasing potentials to contribute to the educational experience. According to Carlson and Gadio (2020), the student is a learner in a school or teaching environment who sits, listens, and asks questions, while the teachers are those whose responsibilities are to build the nation through the transfer of knowledge and skills acquired through education and training to

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the learners. The knowledge the teachers have on E-learning technologies equips them to realise the lofty responsibilities given to them, especially in this technological age. If teaching does not result in learning, it is effort in futility. It is important to note that without sound capacity building, the financial resources spent on building infrastructure will be a wasteful effort, and business education curriculum objectives will not be attained. This is why NBTE (2004) allotted 75% of the credit hour to practical exercise, which implies that teachers are expected to have adequate knowledge of these facilities and will make the use of technology by both teachers and students in business education a serious matter.

The relevance of e-learning in the teaching and learning of business education courses cannot be overemphasised, as e-learning involves the use of computers in acquiring knowledge through the Internets. While the course contents in business education embrace ICT, the use of the Internets and the application are very important (Effah & Mbuk, 2019). E-learning technology helps promote opportunities for knowledge sharing throughout the world. These can help educators and students have up-to-date information, which is necessary for effective teaching and learning of business courses, (Amoor & Udoh, 2018) noted that with the invention of e-learning technology, teachers and students would secured skillful benefits, and their level of knowledge on the use of these facilities has also improved. The e-learning platforms necessary for teaching and learning in business education courses include digital library, Video Conferencing and Google Classroom (E-How, 2012). Rabb et al. (2018), noted that the application has been used as e-learning, and research studies indicate that the application helps students learn more electronically, and teachers spend more time with students than with papers. Previous study conducted by Henukh et al. (2020) showed that the use of Google search engine enhances ongoing learning on the basis that the students and the teacher can be sited in various geographical contexts. Azhar and Iqbal (2018) also noted that the use of Google search engine has very important has impact on the teaching and learning around the world.

A digital library is an online library, an internet library, a digital repository, or a digital collection. It is an online database of digital objects that can include text, still images, audio, video, digital documents, or other digital media formats. A digital library is the opposite of the conventional libraries seen in most Nigerian tertiary institutions (E-How, 2012). Unlike conventional libraries, digital libraries are not dependent on the availability of space to preserve books and other reference articles. In the 21st century, many schools are opting for digital libraries that can store any e-learning materials like eBooks, slides, and projects, among others. These libraries can be assessed by the business educator when the need arises. Hemlata and Salve (2013), who opined that the use of digital libraries is much needed, especially if active learning styles become commonplace. The benefits of digital libraries include storing resources in digital format, which allows online access to students at numerous locations at anytime and anywhere; it can be at home, in the library, in the class, or in laboratories, to mention a few. In consonance with the finding, Kulkarni (2014) stated that digital libraries provide various search techniques to access the digitised resources. Babayomi (2019) that federal institutions performed better than state institutions because students and

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teachers are provided with sufficient and quality teaching and learning resources. Adeogun (2020), discovered that tertiary institutions whose teachers use relevant technological resources perform better than institutions whose teachers do not use these resources.

Video conferencing is a key technological innovation in rocking the education sector currently. Peter (2021) defined video conferencing as a collaborative communication tool that allows several individuals or groups to communicate in real time across distances using the data network to transfer packets of learning contents containing audio and video using the voice network. In a business education classroom, video conferencing technology could be linked to cameras, computers, and whiteboards. It is very suitable for distance and self-paced education. With the use of video conferencing in business education, the barrier to traditional methods of learning is removed, and this goes a long way towards favouring the goal of inclusive education. This is possible because video conferencing integrates video and audio to connect users anywhere in the world as if they were in the same classroom. Joshi (2021) emphasized that video conferencing allows people to be linked without coming together physically. Since the emergence of the COVID-19 pandemic, apps like FaceTime, Microsoft Teams, Zoom House Party, and others offering video calling have become highly popular. Millions of students are now studying from the comfort of their homes. Video conferencing software can be set up on any digital device, like a computer, laptop, mobile phone, desktop, tablet, and others. Some of the easy answers for video conferencing are Zooming, Slark, Teams, and others. Amadioha and Amor (2019), stated that some characteristics of e-learning that greatly influenced education positively in the 21st century in Nigeria.

Furthermore, Google Search Engine is another e-learning platform for teaching and learning about business education. Google is the most widely used search engine service. Google search is one of the facilities available on search engines to find the information needed. In this case, all information related to the source of the information is unknown, so it uses search engines. Search engines accommodate a database of sites from all over the world that numbers billions of web pages. Adewumi and Mulkah (2019) noted that many search engine applications offered by certain sites on the internet are popular, including Google, Yahoo, Altavista, and other sites. Google search engines have offered various facilities so that business teachers can get a wider source of information for teaching their courses. According to Widodo in Adewumi and Mukah (2019), the usefulness of Google applications in the teaching and learning of business education courses is that they make learning positive and provide great advancement in the learning of business education courses. Also, Heggart and Voo in Adewumi and Mulkah (2019) posited that the use of Google Application Courses enhances collaboration, ease of access, pace, etc. Google's application for education is a technological tool built on web 2.0 ideologies, predominantly for teaching, collaborations, social contact, mentoring, and idea sharing in public universities.

Public universities are universities established and managed by the government. Ajisafe, Bolarinwa, and Edeh (2015) stated that public universities refer to those institutions in which the

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government has centralised control, standardized attendance and admissions, set curriculum and programmes, mandatory teacher certification, and the goal of standardized school outcomes in the interest of equity. Public universities are those schools that are owned, managed, controlled, financed, and supervised by the Federal and State governments through the ministry of education. In public universities, the government provides permanent financial support as well as supervision and inspection. In these institutions, Business Education as a discipline is taught. Ownership of the universities may influence the activities of business educators, especially the use of e-learning technologies in the teaching and learning of business Education courses (Adewumi & Mukah (2019).

Furthermore, gender influence is an important factor how people perceive e-learning technologies in instructional delivery. Gender is a characteristic that distinguishes between male and female in the aspects of their behaviour, activities, and attitudes, which must be considered in the investigation process of this work. Adeleke (2008) noted that males performed better than females, especially on higher-order knowledge; a few others saw females outperforming males, while some others established no significant difference, particularly during early education. Danner and Pessu (2013) have established that females tend to be less interested in the utilisation of modern instructional technologies than males. In addition, a study by Debyshire (2003) found that females are less confident than males in their computer skills and that male perform better than females in Information Communication and Technology (ICT)-related knowledge and skills. Onuzulike (2013) further identified that gender is a critical factor that affects lecturers' attitudes towards the use of computers. The study, therefore investigated the perceived influence of the use of e-learning technologies on the learning of Business Education courses in public tertiary institutions in South-South Nigeria.

Statement of the Problem

In this age of Information and Communication Technology (ICT), there is growing concern for the use of ICT resources such as the computer, scanner, printer, Intranet, Internet, e-mail, videophone systems, teleconferencing devices, wireless application protocols (WAP), radio and television and satellites, multimedia computers, and multimedia projectors, among others, in instructional delivery methods. ICT has revolutionised the nature and manner of instructional preparation and delivery in education generally, and Business Education programmes in particular. The programme, which is the medium through which business education hopes to achieve its objectives, is prone to changes linked to innovations in technologies, especially those used in modern offices and schools. The World Council for Curriculum and Instruction (WCCI) in Obunadike (2019) stated that for teachers to implement the curriculum and also to achieve the goals of education in this digital era, there is a need for the application of efficient delivery methods through e-learning so that useful citizens that are competent and globally relevant can be produced. E-learning is currently one of the most efficient curriculum delivery methods. Peter (2021) opined that if teachers of Business Education courses are to enhance students' skills in the courses, they must look for an alternative method of teaching by using e-learning facilities in the delivery

Publication of the European Centre for Research Training and Development-UK method. He went further to say that e-learning technologies are important in teaching due to the fact that they enhance teachers' efficiency and effectiveness. They also assist students to learn better and faster by improving their scope of learning and adding to learning facilities, which have great influence on learners and teachers. However, empirical evidence that determines how this e-learning technology influenced the teaching and learning in Business Education was yet to be ascertained. Thus, the need to determine the perceived influence of e-learning technologies in the teaching and learning of Business Education Courses in Public Universities in South-South Nigeria.

Purpose of the Study

The main purpose of this study is to ascertain the influence of the use of e-learning technologies in learning of Business Education courses as perceived by students in South-South, Nigeria. Specifically, the study sought to determine:

1. The perceived influence of the use of digital library in learning Business Education courses in public universities in South-South, Nigeria.
2. The perceived influence of the use of video conferencing in learning Business Education courses in public universities in South-South, Nigeria.
3. The perceived influence of the use of Google classroom in learning Business Education courses in public universities in South-South, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the perceived influence of the use of digital library in learning of Business Education courses in public universities in South-South, Nigeria?
2. What is the perceived influence of the use of video conferencing in the learning of Business Education courses in public universities in South-South, Nigeria?
3. What is the perceived influence of the use of Google classroom in learning of Business Education courses in public universities in South-South, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference between Business Education students in Federal and State Universities in the mean ratings on the perceived influence of the use of digital library in learning of Business Education courses in public universities.
2. There is no significant difference between male and female Business Education students in the mean ratings on the perceived influence of the use of video conferencing in learning of Business Education courses in public universities in South-South, Nigeria.
3. There is no significant difference between Business Education students in Federal and State Universities on their mean ratings of the perceived influence of the use of Google classroom in learning of Business Education courses in public universities in South-South, Nigeria

METHODS

The study adopted a descriptive survey research design. The study was carried out in the South-South Geopolitical Zone of Nigeria. The population of the study is eight hundred and seventy-nine (879) final-year business education students in all the public Universities in the South-South Geopolitical zone, Nigeria. A sample size of 275 Business Education students was used for the study; the researcher used the Yaro Yamane formula. The instruments for data collection were structured questionnaire titled "Perceived Influence of E-Learning Technologies on the Learning of Business Education Courses Questionnaire. The validated instrument was subjected to a reliability test of internal consistency by being administered to thirty (30) students. Data collected from the respondents was analyzed using the Cronbach's Alpha formula to determine the reliability coefficient. The reliability co-efficient of 0.90 was obtained. A total of 275 copies of the questionnaire were distributed to the respondents at their respective public tertiary institutions by the researcher and five research assistants. However, out of 275 that were administered to students, 250 representing 91% were retrieved. The descriptive statistics of mean and standard deviation was used to answer the research questions while the hypotheses were tested using t-test statistics. The decision means score for the study was obtained by adding all the weights assigned to the response options and dividing the sum by the number of the responses as follows:

$$\frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$$

This implies that 2.50 served as the mean value that was used in taking decision. Items whose mean value or the overall grand mean is greater than the decision were taken as agreed. While items whose mean value was less than the decision mean value was considered as disagree. The result of hypotheses tested with t-test was accepted when the t-calculated value is less than the P-value value and rejected when the t-calculated value is greater than or equal to the P-value at 0.05.

RESULTS

Research Question One: What is the perceived influence of the use digital library in the learning of Business Education courses in public universities in South-South Nigeria?

Items 1-6 in the research question were used to collect data to answer this research question. The results are summarized as in Table 1

Table 1: Mean Responses on Perceived Influence of the use of Digital Library in the Learning of Business education Courses.

S/N	Perceived Influence of the use of digital library on the Learning	Mean	SD	RMKS
1	It gives students access to an up to date information on business education issues	3.71	0.75	A
2	It improves students interaction in real time	3.49	0.63	A
3	It help students to develop the habit of reading	3.55	0.49	A
4	It improves academic performance of business education students when having access to droved	3.57	0.67	A
5	It enhances students equitable access to resources irrespective of location	3.35	0.69	A
6	It encourages students independents learning program	3.51	0.64	A
	Grand Mean	3.02	1.92	A

Results in the Table 1 show that all the questionnaire items (1-6) yielded mean scores above 2.50, indicating that Business Education students agreed that the influence of digital library in learning of Business Education courses include: giving students access to an up to date information on business education issues, improving students interaction in real time; helping students to develop the habit of reading, improving academic performance of Business Education students when having access to droved, enhancing students equitable access to resources irrespective of location and encouraging students independents learning programme.

Research Question Two: What is the perceived influence of the use of video conferencing in learning of business education courses in public universities in South-South, Nigeria?
 Items 7-12 in the research question two are used to collect data to answer this research question. The results are summarized as in Table 2 below

Table 2: Mean Responses on Perceived Influence of the use of Video Conferencing in Learning of Business Education Courses

S/N	Perceived Influence of the use of video conferencing on the learning	Mean	SD	RMKS
7	It make-class learning more convenient.	3.45	0.70	A
8	Enable students to record lesson for later review.	3.33	0.71	A
9	It increases students retention	3.31	0.82	A
10	It reduce cognitive overload	3.35	0.69	A
11	It increase students engagement and participation in learning	3.24	0.71	A
12	Opportunity for learning and time anywhere	3.46	0.64	A
	Grand mean	2.92	1.10	A

The results in Table 2 show that all the questionnaire items (7-12) yielded mean scores above 2.50, indicating that Business Education students agreed that the perceived influence of video

Publication of the European Centre for Research Training and Development-UK conferencing in learning of Business Education courses include: making class learning convenient; enabling students to record lesson for later review, increasing students retention, reducing cognitive overload, increasing students engagement and participation in learning and opportunity for learning, time anywhere. The standard deviations for all the items are within the same range indicating that respondents are homogenous in their mean ratings.

Research Question Three: What is the perceived influence of the use of Google classroom in learning of Business Education courses in public universities in South-South, Nigeria? Items 13-18 in the research question three are used to collect data to answer this research question. The results are summarized as in Table 3 below

Table 3: Mean Responses on Perceived Influence of the use of Google Search in Learning of Business Education Courses

S/N	Perceived Influence of Google search on learning	Mean	SD	RMKS
13	It provide students vast amount of information on business education courses	3.66	0.50	A
14	It provide online library resource for research in business education	3.43	0.66	A
15	It provide student more up-to- date resources in business education	3.49	0.74	A
16	It makes students to get connected to more and diverse information on business education	3.39	0.78	A
17	It save students time in looking for more information on business education course	3.52	0.63	A
18	It save students time in retrieving information on business education	3.23	0.83	A
	Grand Mean	2.90	1.09	A

The results in Table 3 show that all the questionnaire items (13-18) yielded mean scores above 2.50, indicating that Business Education students' agreed that the perceived influence of Google search in learning Business Education courses include: providing students vast amount of information on Business Education courses; providing online library resource for research in business education, providing student more up-to-date resources in Business Education, making students to get connected to more and diverse information on Business Education, saving students fine in looking for more information on Business Education uses and saving students time in retrieving information on Business Education. The standard deviations for all the items are within the same range indicating that respondents are homogenous in their mean ratings.

Hypotheses

HO₁: There is no significant difference in the mean ratings of business students in Federal and State University perceived influence of the use of digital library in learning of Business Education courses in public universities

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Data collected on perceived influence of the use of the use digital library on the learning were separated across school ownership and subjected to a t-test of difference between means of independent samples. Summary of the data analysis is presented on Table 4.

Table 4: Independent t-test of difference in the mean ratings of Business Students in Federal and State University perceived Influence of the use of Digital Library on the learning of Business Education courses

Items	School Ownership	N	Mean	SD	Df	Alpha	t-cal	P-Value	Decision
1	Federal	133	3.63	0.78	223	0.05	1.38	.169	Not Significant
	State	117	3.77	0.72					
2	Federal	133	3.42	0.66	223	0.05	1.64	.103	Not Significant
	State	117	3.56	0.61					
3	Federal	133	3.51	0.50	223	0.05	1.29	.199	Not Significant
	State	117	3.60	0.49					
4	Federal	133	3.48	0.77	223	0.05	2.08	.039	Significant
	State	117	3.67	0.57					
5	Federal	133	3.34	0.69	223	0.05	0.26	.798	Not Significant
	State	117	3.37	0.69					
6	Federal	133	3.50	0.65	223	0.05	0.24	.814	Not Significant
	State	117	3.53	0.64					
Overall					223	0.05	1.15	0.353	Not Significant

Result on Table 4 shows that five out of six items have their t-calculated values ranging from 0.26 to 1.64 and p-value ranging from 0.103 to .199 which are greater than 0.05 indicating no significant difference between the mean ratings of business students in Federal and State Universities perceived influence of digital library in learning of Business Education. Items (10) have their t-calculated value ranging from 2.07 to 4.81 and p- values ranging from .000 to .040 which are less than 0.05 indicating that there is significant difference the mean ratings of business students in Federal and State University perceived influence of the use of digital library on the learning of Business Education. The grand total of P-value is 0.353 which is greater than 0.05, implies that there is no significant difference between the opinion of business students in Federal and State Universities perceived influence of digital library in learning of Business Education courses in public universities

HO₂: There is no significant difference in the mean ratings of male and female business students on the perceived influence of the use of video conferencing in learning of Business Education courses in public universities in South-South, Nigeria

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Data collected on perceived influence of the use of video conferencing on the learning were separated across gender and subjected to a t-test of difference between means of independent samples. Summary of the data analysis is presented on Table5.

Table 5: T-test of Difference in the Mean Ratings of Responses of Business Education Students on Perceived Influence of the use of Video Conferencing in Learning of Business Education courses in public Universities Based on Gender

Items	Gender	N	Mean	SD	Df	Alpha	t-Cal	P-value	Decision
7	Male	115	3.37	0.70	223	0.05	0.50	.617	Not significant
	Female	135	3.32	0.70					
8	Male	115	3.30	0.78	223	0.05	0.62	.534	Not significant
	Female	135	3.37	0.64					
9	Male	115	3.25	0.93	223	0.05	1.01	.315	Not significant
	Female	135	3.37	0.71					
10	Male	115	3.32	0.77	223	0.05	0.62	.533	Not significant
	Female	135	3.38	0.61					
11	Male	115	3.26	0.77	223	0.05	0.26	.792	Not significant
	Female	135	3.23	0.65					
12	Male	115	3.23	0.88	223	0.05	0.46	.645	Not significant
	Female	135	3.28	0.59					
13	Male	115	3.45	0.78	223	0.05	0.20	.838	Not significant
	Female	135	3.47	0.50					
Overall					223	0.05	0.52	0.612	Not Significant

Result on Table 5 indicates that all the seven items have their P- values ranging from 0.315 to 0.838 which are greater than 0.05 indicating no significant difference between male and female business students on the perceived influence of the use of video conferencing in learning of Business Education courses. The grand P-value 0.612 is greater than 0.05, indicating that the null hypothesis which stated that there is no significant difference in the mean ratings of male and female Business Education students on the perceived influence of the use of video conferencing in learning of Business Education courses in public universities in South-South, Nigeria is retained.

HO₃: There is no significant difference in the mean ratings of business students in Federal and State Universities on the perceived influence of the use of Google search engine in learning of Business Education courses in public universities in South-South, Nigeria

Data collected on perceived influence of the use of Google search engine in learning were separated across school ownership and subjected to a t-test of difference between means of independent samples. Summary of the data analysis is presented on Table 6.

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Table 6: Independent t-test of Mean Ratings of Business Education Students in Federal and State Universities on the Perceived Influences of the use of Google Search Engine on the Learning of Business Education Courses

Items	School Ownership	N	Mean	SD	Df	Alpha	t-cal	P-value	Decision
20	Federal	103	3.69	0.52	223	0.05	0.74	.461	Not significant
	State	122	3.64	0.48					
21	Federal	103	3.49	0.85	223	0.05	1.23	.219	Not significant
	State	122	3.37	0.48					
22	Federal	103	3.47	0.77	223	0.05	0.43	.670	Not significant
	State	122	3.51	0.71					
23	Federal	103	3.43	0.87	223	0.05	0.63	.532	Not significant
	State	122	3.36	0.69					
24	Federal	103	3.40	0.73	223	0.05	2.88	.004	Significant
	State	122	3.65	0.53					
25	Federal	103	3.17	0.99	223	0.05	1.04	.299	Not significant
	State	122	3.30	0.68					
Overall					223	0.05	1.15	0.364	Not significant

Note: Level of Sig. = 0.05;

Summary of the result of the t-test analyses presented in Table 6 indicates significant difference between respondents from Federal and State-owned universities in items 24 only with P-value of .004 which are less than 0.05. The other five items have their P- values ranging from 0.219 to 0.670 which are greater than 0.05 indicating non-significant difference between Business Students in Federal and State universities on the perceived influence of the use of Google search engine in learning of Business Education courses. The grand total of P-values is 0.364 which is greater than 0.05. This implies that there is no significant difference in the mean ratings of Business Education Students in Federal and State Universities on the perceived influence of the use of Google Search Engine in learning of business education courses in public universities based on school ownership (Federal/State)

DISCUSSION

Based on the data analysed on the influence of the use of digital libraries in learning of business education courses, the results show that business education students agreed that the use of digital libraries influence the learning of business education courses. This is so because the aim of a digital library is to broaden the range of information resources available and add value to their contents by making them accessible through digital means so that students, researchers, and the entire university community can access them anytime and anywhere. The finding agrees with Hemlata and Salve (2013), who opined that the use of digital libraries are much needed, especially if active

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learning styles become commonplace. The benefits of digital libraries include storing resources in digital format, which allows online access to students at numerous locations at anytime and anywhere; it can be at home, in the library, in the class, or in laboratories, to mention a few. In consonance with the finding, Kulkarni (2014) stated that digital libraries provide various search techniques to access the digitised resources.

The hypothesis tested showed that there was no significant difference in the mean business students in Federal and State universities on the perceived influence of digital libraries in teaching of Business Education courses in public universities. This corroborated the study by Babayomi (2019) that federal institutions performed better than state institutions because students and teachers are provided with sufficient and quality teaching and learning resources. Adeogun (2020), discovered that tertiary institutions whose teachers use relevant technological resources perform better than institutions whose teachers do not use these resources.

The findings obtained from research question two shows that the use of video conferencing has an influence in learning of business education courses. This is so because video conferencing makes class learning more convenient, enabling students to record lessons for later review, increasing student retention, reducing cognitive overload, it increases students engagement and participation in learning and motivates students the opportunity for learning and time anywhere. This is so because the researcher believes that the use of videoconferencing as an e-learning technology enhances learning and/or technology-delivered learning that blends learning, combining both online and face-to-face approaches to learning.

The finding agrees with Joshi (2021), who emphasised that video conferencing allows people to be linked without coming together physically. Since the emergence of the COVID-19 pandemic, apps like FaceTime, Microsoft Teams, Zoom House Party, and others offering video calling have become highly popular. Millions of students are now studying from the comfort of their homes. Video conferencing software can be set up on any digital device, like a computer, laptop, mobile phone, desktop, tablet, and others. Some of the easy answers for video conferencing are Zooming, Slark, Teams, and others. In consonance with the findings, the above findings were corroborated by Amadioha and Amor (2019), who stated some characteristics of e-learning that greatly influenced education positively in the 21st century in Nigeria.

The hypothesis tested showed that there was no significant difference in the mean ratings of male and female Business Education students on the perceived influence of the use of video conferencing on the learning of Business Education courses in public universities in South-South, Nigeria. These findings contradict the work of Yusuf (2005), who found that there was no significant difference between male and female lecturers in their experience in using computers and other related tools, their level of proficiency in computer operations, or their use of common software.

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Based on the data analysed on the influence of the use of Google search engine in learning of Business Education courses in public universities in South-South Nigeria, the responses of the respondents agreed that the use of Google Search Engine enhances the learning of Business Education courses in public universities. This is so because it provides students with a vast amount of information in Business Education courses, it provides online library resources for research in Business Education, it provides students with more up-to-date resources in Business Education, it makes students get connected to more diverse information on business education, it saves students time in looking for more information on Business Education; and it saves students time in retrieving information on Business Education.

The findings agree with the work of Rabb et al. (2018), who noted that the application has been used as e-learning, and research studies indicate that the application helps students learn more electronically, and teachers spend more time with students than with papers. Previous study conducted by Henukh et al. (2020) showed that the use of Google search engine enhances ongoing learning on the basis that the students and the teacher can be sited in various geographical contexts. Azhar and Iqbal (2018) also noted that the use of Google search engine has very important has impact on the teaching and learning around the world.

The researcher feels that the result is so because the constant evolution of technology is taking education to new levels, making it much more attractive to students, making the use of Google search engine possible, and bringing about an evolution in the teaching process. Google searches play an important role in this evolution. Several definitions exist for virtual reality, but in general, they refer to an immersive and interactive experience based on graphic images in 3D generated in real time by a computer. In other words, it is a simulation generated by a computer about a real or just an imaginary world.

The hypothesis tested showed that there was no significant difference in the mean ratings of Business Students in Federal and State Universities on the perceived influence of the use of Google Search Engine on the learning of business education courses in public universities based on school ownership (Federal / State). This corroborated the study by Babayomi (2019) that federally owned institutions performed better than state-owned institutions because students and teachers are provided with sufficient and quality teaching and learning resources. Because of this importance, schools at all levels of education have been advised to have quality and adequate instructional facilities to enhance content delivery, and not only having them, but in also put them into use.

CONCLUSION

Based on the findings of the study, it was concluded that the perceived influence of the use of digital library, video conferencing and Google search engine are believed to have influence on the learning of Business Education courses in public universities in South-South, Nigeria. On the findings based on hypotheses tested, it was concluded that there is no significant difference

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between the opinion of students in Federal and State Universities perceived influence of digital library in learning of Business Education courses, there is no significant difference in the mean ratings of male and female Business Education students on the perceived influence of the use of video conferencing in learning of Business Education courses, Nigeria and there is no significant difference in the mean ratings of Business Education Students in Federal and State Universities on the perceived influence of the use of Google Search Engine in learning of business education courses in public universities based on school ownership.

Recommendations

Based on the findings of the study, the researcher recommended that:

1. Management of public universities in South-South zone of Nigeria should endeavour to adequately provide e-learning technologies identified in order to sustain e-learning for teaching and learning of business education courses.
2. Management of public universities in South-South should provide digital libraries for learning in business education programmes.
3. Business education students should adopt the use of video conferences in learning of business education programmes.

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