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Application of E-Learning in Business Education Programme in Universities in South-South States, Nigeria

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Abstract

This study examined the application of e-learning in Business Education programme in universities in South-South, Nigeria. It was guided by three research objective. The study adopted the descriptive survey design for its investigation. The population of the study comprised 138 respondents (lecturers) from state owned universities in South-South States. The instrument for data collection was the checklist and questionnaire. Data generated were analyzed using the mean and standard deviation and t-test statistics. Findings revealed that there exists no noteworthy disparity between the mean ratings of male and female respondents on the extent of availability of e-learning facilities in business education programme in universities in South-South, States. The study concluded that e-learning facilities are available and are being utilized in tertiary institutions in the South-South States. The study recommended amongst others that government should furnish institutions with modern e-learning facilities with a view to making the teaching learning process seamless.

Key words:

E-Learning, Business Education, Students, Universities, Internet.

Introduction

Since the beginning of time, schooling has been acknowledged as the cornerstone of national growth. According to UNESCO (2020), a traditional education is essential for achieving freedom from oppression, fear, and want. Many countries consider traditional education to be the most important of all goals, according to Okogi and Igberaharha (2023).

Over time, education has been employed by many industrialized nations among them, the United States of America, the United Kingdom, Canada, France, Japan, and Germany to alter their economy. However, many of the basic beliefs that have molded and led previous discussions concerning the educational systems look increasingly out of date as we enter the first half of the twenty-first century. Globally, the system of education is undergoing rapid and profound transformation. According to Rosenberg (2001), those who are unable of learning, unlearning, and relearning will be the uneducated people of the twenty-first century rather than those who are incapable of reading and writing. Today's societies understand that in order for students to make sense of their ever-changing surroundings, they must be able to respond quickly, think logically and independently, and work with others.

The educational paradigm that the colonial rulers left behind in Africa was primarily concerned with fostering a culture of educating and teaching rather than fostering a culture of learning. According to Seymour (1993), the educational system, with its set curriculum, standardized testing, and daily lesson plans, continuously works to reduce learning to a sequence of technical acts and the teacher to the position of a technician. Regrettably, conversations within decision-making in educational circles have frequently centered around the construction, upkeep, and enrollment of school facilities. Too frequently, education is viewed as a formative activity or a period in life that helps one get ready for the future. Mainstream schools are frequently cut off from their surroundings and from the communities that they are a part of. It is now obvious that the current educational paradigm is unable to address the issues facing the people in the context of Africa's enormous demand for formal education. The tripartite issues of access, equity, and equality in education continue to be difficult to solve, which makes it essential for institutions and specifically business education programs to use e-learning supported by technology.

Advancements in technology across all domains of life have led to improvements in the educational system, including the rise of online education (e-learning). E-learning, according to Genoni (2006), is technology-enhanced and/or technology-delivered education that combines online and in-person learning methods. Computers, the internet, email, computer software, satellites, mobile communication devices, and other related electronic devices for the distribution of information and knowledge in education and instruction are examples of e-learning technologies, according to Eziugwu (2007). According to Adesoji (2012), e-learning includes computer and ICT resources and applications that facilitate the gathering and sharing of information. The above definitions suggest that e-learning includes both the on-site presence of the instructor and the use of electronic devices for instruction.

The Federal Republic of Nigeria (FRN, 2013) recognized the advantages of e-learning and, in her national policy on education, outlined the e-learning initiative with the aim of improving access to excellent schooling for all students in order to ensure an education system that is competitive worldwide and enhance the provision of education. The goal of integrating e-learning materials into the educational system was to enhance the

way that knowledge was imparted and get students ready for the information era. E-learning materials, according to Aduwa-Egiegbeen and Lyanmu (2005), offer effective teaching and learning that boost people's cognitive and creative capacities. With the use of these materials, educators and learners may cultivate superior learning and creative thinking skills.

Users are encouraged to use internet technologies to browse through information when using online educational materials. They significantly aid in interaction and learning facilitation, according to Obi (2005). Web-based instructional materials, CD-ROMs, learning applications, discussion forums, email, computer-aided assessment, simulation, and online conferencing are a few examples of electronic learning tools. Networking technologies are also used in e-learning materials to design, promote, deliver, and encourage learning. According to Ugwuoke (2011), it includes electronic-based face-to-face, blended, mixed, and distant delivery modalities. According to Asogwa (2011), e-learning tools make it simple and impartial for teachers to assess pupil progress more quickly. Teachers assess how much and how effectively their pupils are learning via a range of official and informal methods. Teachers employ quizzes, tests, exams, term papers, lab reports, and assignments as formal forms of assessment. Using e-learning tools, these assessment strategies assist the teacher in assessing student performance and assigning marks. In contrast to instructional technologies that rely on text or print, e-learning acknowledges the multitude of distinct learning routes and understanding articulations that may be improved via research endeavors.

Electronic instruction, or online instruction, is becoming more and more common in Nigerian higher education institutions. Because an online classroom is a course that is delivered virtually over the internet, using e-learning technologies is crucial to its delivery. Additionally, e-learning technologies must be readily available and in good working order for their use (Inije, Utoware & Kren-Ikidi, 2013). Through a system called learning management, the lecturer conducts the teaching session online. With this platform, learners may examine their learning progress and course material, as well as interact with other students. Since most online courses are self-paced, students have more freedom in finishing their assignments.

According to Nwana (2012), the term "e-learning" describes education or learning that takes place via the use of contemporary technology, including computers, digital equipment, networked electronic devices (Internet), and related software and course materials. The phrase "e-learning," as opposed to "distant learning," refers to all ICTs, networked computers, the Internet, and other electronic media that may be utilized to improve instruction and transmit knowledge and skills (Kasse & Balunwya, 2013). All sorts of electronically assisted instruction and acquisition of activities for learners are included in e-learning, also known as computer-based training (CBT), internet-based training (IBT), or web-based training (WBT) (Falana, 2015). With online education, pupils can be concurrently presented with curriculum content in the form of texts, visuals (pictures,

posters, videos, audio/sound, multicolored images, maps, and graphics), and texts in both instantaneous and remote locations (school model of e-learning and the distance-education model of e-learning).

The term "e-learning" refers to the application of instructional technology by users in basic structural adjustments that can lead to appreciable increases in productivity. Technology is used to support teaching and learning in the classroom. It brings digital learning tools, like computers and portable electronics, to the classroom; it expands the range of courses, experiences, and learning resources; it encourages learning; it develops 21st century skills; it boosts pupil inspiration and engagement; and it speeds up learning. Another way that technology may change education is by introducing a fresh approach to linked learning. In order to enhance their own teaching and customize learning, instructors may use this approach to connect with learners as well as professional information, resources, and systems.

By speeding up the rate of studying, lowering the cost of delivering Business Education programs or instructional materials, and making better use of lecturer time by means of digitally or technologically mediated learning and teaching, online learning opportunities, free resources for learning, and other technologies may enhance productivity in school (Nwana, 2012). The fundamental drivers of e-learning are advancements in Internet and multimedia technologies. The five main sectors of the e-learning market are recognized as consulting, contents, technology, services, and assistance (European Commission, 2000).

The healthy incorporation of contemporary ICT resources, especially the Internet, and telecommunications technology into the educational system is known as e-learning. ICT, according to Adedoyin (2008), is the entirety of techniques and instruments used to collect, store, process, and communicate information. Examples of digital technologies include computers, scanners, printers, phones, the internet, optical fiber cables, and multi-media systems for information gathering, processing, storing, and global distribution, among other things. In Nigeria's schooling system, e-learning is a fairly recent use of ICT for teaching purposes. It differs from the traditional method of implementing curricula. The primary aim of online education is to revolutionize the conventional techniques and strategies for implementing a curriculum, rather than to muffle, eradicate, or destroy the program's contents. The curriculum drives e-learning. It must adhere to the curriculum and not take away from its core principles.

Online instruction may be embraced, used, or implemented in education for effective instruction and learning, regardless of the degree or stage of education. According to Eke (2011), e-learning is a self-paced, learner-controlled educational setting where students have control over the environment and may proceed at their own speed. Remember that the paradigm shift from teacher-centeredness to learner-centeredness, which guides and helps students to reach their academic goals, is the result of changes in

education (Kasse & Balunwya, 2013). Additionally, e-learning helps by offering answers for assignments completed online using a computer, laptop, or smart phone; most assignments may be completed online in locations where these devices are available. This may be accomplished when the lecturer, well-versed in online learning, creates online quizzes and incorporates assignments into the curriculum. According to Kristen as cited by Falola et al (2022), many teachers and educational organizations devised strategies to convert their instruction into digital learning and instruction during the coronavirus epidemic, which forced the closure of several institutions. According to Igboke as cited by Hasan et al (2021), the usage of online assignments allows lecturers to save time while still completing course work and expanding their knowledge and comprehension of the material as it allows for research. It promotes confidence in oneself. This is so that the teacher is ready for the lecture and has had time to become familiar with the material before instructing. Online talks, case studies, tests and quizzes, practice tasks, virtual instructions, online essays, online resource searches, simulations, and other activities are a few examples of potential online tasks.

A component of education known as "business education" gives people information about and preparation for the function of a business (Igwebuike et al. 2021). Office schooling, a program of preparation for office jobs with abilities needed to handle business affairs and employing the goods and services of the business world, is one of the two elements of business education, according to Ezenwafor as cited by Iwu (2016). In order for business instructors to use technology for e-learning to instruct students, those technologies must be readily available and free from barriers to application. One of the main issues facing business instructors is a poor internet connection, which has made it difficult for learners as well as instructors in the field to use e-learning tools for effective instruction and learning at our institutions. Ezeugbor and Nwanchukwu as cited by Miller et al. (2016) asserts that e-learning gives instructors and students useful, hands-on understanding of computers, the internet, and related topics. In addition, it is imperative that educators and learners have round-the-clock access to online resources to equip them for the modern information age. Curriculum shortcomings: Parents and the general public are questioning the business school curricula's exclusion of e-learning more and more.

Since computer education was not expanded upon in the elementary or secondary school curricula, the majority of lecturers in business education lack computer education knowledge. Nevertheless, e-learning focused programs have not been fully included in the curriculum created to educate business education at different levels of education (Nwafor & Osuji, 2021). Insufficient computer competence among instructors teaching business education is one significant obstacle to the efficient use of e-learning resources in the teaching of business education courses and the shortage of computer-savvy experts in the field contributes a great deal. The computer literacy of the instructor and the student is another problem (Nwalado & Ikenokwalu, 2019). E-learning facilities usage for teaching office technology and management courses in). Lecturers need the skill for preparing course materials and learners equally need it for the comprehensive learning process.

Regretfully, the majority of business education professors in Nigerian universities lack the self-assurance necessary to utilize e-learning resources both inside and outside of the classroom. Absence of fundamental e-learning resources: Acquiring e-learning technology comes at a high and steadily rising expense. The majority of business education departments at South American institutions lack state-of-the-art infrastructure and adequately furnished laboratories for online instruction. The majority of colleges in both states have some limited access to e-learning resources, which are often utilized for administrative functions. According to Ezoem and Akiti as cited by Falola et al (2022), one of the difficulties in utilizing e-learning technologies for instruction is the absence of computer hardware and software. Another issue is money; much as in Nigeria, there is a severe lack of finance for higher education. The number of pupils per computer indicates how little the government is investing in the expansion of e-learning (Ezeugbor & Nwachukwu, 2011). The lackluster Nigerian economy makes it impossible to pay for our colleges to fully implement e-learning as a teaching tool. The nation's growth and progress in terms of education have been negatively impacted by the weak situation of the economy. E-learning is substantially underused in Business Education curriculum, (Azih & Nwosu 2012). E-learning technologies offer a platform that makes learning easier at any time and place. They also make it easier for teachers and students to communicate. Against this back drop it becomes imperative to investigate this study as the needed e-learning facilities are not made available for utilization by Business Education programme in universities in the states under review.

Statement of the Problem

Every day, more and more universities in the South-South United States are calling for the use of e-learning in their business education programs in order to give training more effectively. The technologies used in information processing and electronic communication, such as computers, the Internet, and other related electronic devices, for the distribution of knowledge and information in learning and instruction have been referred to as e-learning. Unfortunately, e-learning at Nigeria University has remained a phantom due to its poor speed of application for educational objectives (Ilechukwu, 2013). According to Ngurukem (2005), the lack of e-learning materials and students' lack of experience with e-learning throughout training accounts for the limited use of e-learning in business education. The inadequate approach to delivering the Business Education curriculum can be attributed to the failure to utilize e-learning resources for both the delivery of instruction and assessment. Research reveals a paucity of reports on the use of online education resources in Business Education program instruction and learning, which results in graduates who lack competency in the modern world. In light of this, this study will look at how e-learning is used in business education programs in South-South Nigerian universities.

Research Questions

The following research questions guided the study:

i. What are the extent e-learning facilities are made accessible in Business Education program in universities in South-South States?
ii. What are the extent e-learning facilities are employed in the teaching-learning of Business Education?
iii. What are the extent the Business Education programme face challenges in the Deployment of e-learning facilities in teaching-learning of Business Education?

Hypotheses

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

1. There exists no noteworthy disparity between the mean ratings of female and male respondents on the extent of accessibility of e-learning facilities in business education programme in universities in South-South, States.
2. There is no noteworthy disparity between the mean ratings of respondents on the deployment of e-learning facilities in teaching-learning of the subject in universities in South-South, States
3. There is no noteworthy variance between the mean rating of respondents on challenges to e-learning usage in teaching-learning of the subject in universities in South-South, States.

Methodology

This investigation adopted a descriptive survey research strategy. This design according to Egbule and Egbule (2008) enabled the researcher to interact with the participants to be drawn for the study. The population of this work was one hundred and thirty-eight (138) respondents which consisted of lecturers of Business Education programme from nine (9) tertiary institutions offering Business Education courses in South-South States. The sample of this study was 138 respondents which consist of lecturers in the Department of Business Education from nine (9) sampled institutions chosen for the investigation. There is no sampling as all the lecturers of the various state universities were used for the investigation. This number consisted of academic staff of the Business Education program from the nine institutions under review. The instrument that was utilized for data collection was the checklist and questionnaire. Data generated were counted, coded and analyzed. The analysis of data involved the use of mean and standard deviation for the stated research questions while the t-test of significance was utilized in the test of formulated null hypotheses.

Result

Research Question One

To what extent are e-learning facilities made available in Business Education programme in Universities in South-South States? Result is presented in Table 1

Table 1: Mean ($\bar{X}$) and SD on Extent of E-Learning Facilities Availability in Business Education Programme

s/n	Items	N	Mean $\bar{X}$	St.D	Remarks
1	Modem	138	2.90	0.98	Available
2	Printers	138	2.72	0.95	Available
3	Flash drive	138	2.68	0.95	Available
4	Memory cards	138	2.51	0.91	Available
5	Video conferencing	138	2.53	0.88	Available
6	Projectors	138	2.72	0.84	Available
7	Computers	138	2.58	0.93	Available
8	Personal Digital Assistants	138	2.68	0.95	Available
9	Hard disk drives	138	2.61	0.93	Available
10	Ipad	138	2.67	0.94	Available
11	SMART interactive whiteboard	138	2.41	0.89	Not Available
12	Mega phone	138	2.59	0.92	Available
13	Audio tapes	138	2.65	0.93	Available
14	Video tapes	138	2.67	0.94	Available
15	Virtual classroom	138	2.78	0.96	Available
16	Network	138	2.96	0.99	Available
17	Voice over internet	138	2.38	0.89	Not Available
18	Interactive whiteboard	138	2.47	0.90	Not Available
19	Software packages	138	2.56	0.92	Available
20	Internet facilities	138	2.78	0.96	Available
21	Virtual library	138	2.88	0.97	Available
22	Wi-Fi	138	2.53	0.91	Available
23	Email	138	2.76	0.95	Available
24	YouTube	138	2.54	0.92	Available
	Grand Mean and Standard Deviation		**2.64**	**0.93**	

Table 1 shows that, with the exception of e-learning facilities 11, 17, and 18, respondents agreed that all of the specified e-learning facilities are accessible in their respective universities. With a grand mean of 2.64 and a standard deviation of 0.93, it can be concluded that South-South institutions provide e-learning resources for their Business Education programs. Therefore, the answer to the question is that e-learning resources are accessible in Business Education programs offered by colleges in the South-South States.

Research Question Two

To what extent are e-learning facilities utilized in the teaching-learning of Business Education in Universities in South-South States? Result is presented in Table 2.

Table 2: Mean ($\bar{x}$) and Standard Deviation on Extent of E-Learning Facilities Utilized in Business Education Programme

s/n	Statements	N	Mean $\bar{x}$	St.D	Remarks
1	Modem	138	2.70	0.94	Utilized
2	Printers	138	2.66	0.94	Utilized
3	Flash drive	138	2.63	0.93	Utilized
4	Memory cards	138	2.60	0.93	Utilized
5	Video conferencing	138	2.36	0.88	Not Utilized
6	Projectors	138	2.66	0.86	Utilized
7	Computers	138	2.68	0.94	Utilized
8	Personal Digital Assistants	138	2.69	0.94	Utilized
9	Hard disk drives	138	2.68	0.94	Utilized
10	Ipad	138	2.82	0.96	Utilized
11	SMART interactive whiteboard	138	2.07	0.83	Not Utilized
12	Mega phone	138	2.31	0.87	Not Utilized
13	Audio tapes	138	2.52	0.91	Utilized
14	Video tapes	138	2.64	0.93	Utilized
15	Virtual classroom	138	2.83	0.97	Utilized
16	Network	138	2.77	0.96	Utilized
17	Voice over internet	138	2.24	0.86	Not Utilized
18	Interactive whiteboard	138	2.32	0.87	Not Utilized
19	Software packages	138	2.82	0.96	Utilized
20	Internet facilities	138	2.59	0.92	Utilized
21	Virtual library	138	2.58	0.92	Utilized
22	Wi-Fi	138	2.93	0.98	Utilized
23	Email	138	2.76	0.95	Utilized
24	YouTube	138	2.64	0.93	Utilized
	Grand Mean and Standard Deviation		2.60	0.92	

From Table 2, it can be understood that respondents settled on the fact that all the e-learning facilities listed are being utilized in their respective institutions except e-learning facilities 5,11, 12, 17 and 18. The implication here is that with a grand mean of 2.60 and standard deviation of 0.92, it is safe to say that universities in South-South utilized e-learning facilities for Business Education program. Hence, the question is answered that e-learning facilities are being utilized to a very high extent in Business Education program in South-South States.

Research Question Three

To what extent does the Business Education programme face challenges in the utilization of e-learning facilities in teaching-learning of Business Education in universities in South-South States? Results are presented in Table 3.

Table 3: Mean ($\bar{X}$) and Standard Deviation on Challenges faced in the Utilization of E-learning Facilities

s/n	Statements	N	Mean $\bar{X}$	St.D	Remarks
1	Poor electricity supply	138	3.0	1	Accepted
2	Complexity of technology	138	2.93	0.98	Accepted
3	Insufficiency of financial resources for technology integration	138	2.98	0.99	Accepted
4	inadequate e-learning infrastructure in my institution	138	2.82	0.96	Accepted
5	inadequate access to e-learning facilities	138	2.67	0.94	Accepted
6	inefficiency of administration	138	2.41	0.89	Rejected
7	Incompetent e-learning lecturer	138	2.23	0.86	Rejected
8	Poor ICT literacy	138	2.53	0.91	Accepted
9	Inadequate lightening	138	2.70	0.94	Accepted
10	Theft of e-learning facilities	138	2.88	0.97	Accepted
11	Vandalization	138	2.83	0.97	Accepted
12	Poor Maintenance culture	138	2.99	0.99	Accepted
	Grand Mean and Standard Deviation		**2.75**	**0.95**	

Table 3 discovered that participants agreed to the fact that there are challenges faced in the utilization of e-learning facilities in university Business Education programme. This is reflected in the respondents accepting all the statements that examine the extent of the tasks faced in the exploitation of e-learning facilities except statement 6 and 7 where they declined, stating that it is not a challenge faced in the utilization of e-learning facilities in universities. Thus, the question is answered that universities in South-South States faced challenges to a large extent in the employment of e-learning facilities in the Business Education programme.

Hypotheses of the Study

Hypothesis One: There exists no significant disparity in the mean rating of male and female respondents on the availability extent of e-learning facilities in Business Education programme in universities in South-South States. Result is presented in Table 4.

Table 4: t-test Analysis of Male and Female Respondents on Availability Extent of E-Learning Facilities

Items	N	Mean	SD	df	Level of sig	t-cal	t-crit	Remark
Male	80	12.49	4.87	136	0.05	1.57	1.96	Accepted
Female	58	9.57	3.89					

The results in Table 4 discovered that the t-cal value was 1.57, while the t-critical value was 1.96 at df of 136 on a significance level of 0.05. This denotes that both male and female participants in the area under review accepted that e-learning facilities are available in Business Education programme in universities in the South-South States. In this light, the null hypothesis which states that there exists no significant difference between the mean rating of male and female respondents on the availability extent of e-learning facilities in Business Education program in South-South States was accepted.

Hypothesis Two

There exists no noteworthy disparity in the mean ratings of participants on the utilization of e-learning facilities in teaching-learning of Business Education program in South-South States based on experience. Result is presented in Table 5.

Table 5: t-test analysis on mean difference of respondents on the employment of e-learning facilities in Business Education Programme

Items	N	Mean	SD	df	Level of sig	t-cal	t-crit	Remark
Male	91	11.06	4.87	136	0.05	1.17	1.96	Accepted
Female	47	6.57	2.93					

The results in Table 5 discovered that the t-cal value was 1.17, while the t-critical value was 1.96 at df of 136 on a significance level of 0.05. This implies that both male and female participants in the area under review accepted that e-learning facilities are utilized based on experience in Business Education programme in universities in the South-South States. Consequently, the null hypothesis which states that there exists no noteworthy disparity in the mean ratings of participants on the employment of e-learning facilities in teaching-learning of Business Education program in South-South States based on experience was accepted.

Hypothesis Three

There is no significant difference between the mean rating of respondents on challenges to e-learning employment in teaching-learning of Business Education in South-South States. Results is presented in Table 6

Table 6: t-test analysis on mean difference of respondents on the challenges facing the utilization of e-learning facilities in Business Education Programme

Items	N	Mean	SD	df	Level of sig	t-cal	t-crit	Remark
Male	71	10.08	5.01	136	0.05	1.89	1.96	Accepted
Female	67	8.71	4.33					

The results in Table 6 revealed that the t-calculated value was 1.89, while the t-critical value was 1.96 at degree of freedom 136 on a significance level of 0.05. This denotes that participants in the area under review accepted that e-learning facilities utilization is facing challenges in Business Education program in universities in the South-South States. Consequently, the null hypothesis which states that there exists no noteworthy disparity in the mean ratings of participants on the challenges to e-learning usage in teaching-learning of Business Education in universities was accepted. The implication here is that the exploitation of e-learning facilities is facing a lot of challenges in the Business Education programme in universities.

Discussion of Findings

Findings from hypothesis one revealed that there exists no noteworthy disparity between the mean rating of male and female respondents on the availability extent of e-learning facilities in Business Education programme in universities in South-South State. This study's results concur with those of Anetu et al. (2020), who examined the accessibility and application of e-learning technologies to enhance the quality of business education programs taught at public institutions in Enugu State, Nigeria. According to their research, a significant portion of the e-learning resources and technology used in the Business Education curriculum are accessible to both instructors and students. Similarly, Okoli and Osuafor's (2019) study on the accessibility of e-learning resources for scientific education programs in federal institutions in South East Nigeria concurs with the findings of this investigation. According to their research, there is a noteworthy disparity in the mean assessment of science educators regarding the accessibility of e-learning resources for teaching science education courses in universities determined by gender, but there is also a higher proportion and percentage of e-learning facilities accessible for the science education programs in the reviewed institutions. On the other hand, this study differs from that of Owo and Udoka (2021), which focuses on how educational stakeholders see the use of e-learning technology for high-quality instruction in Nigerian institutions. They discovered that in order to provide high-quality online instruction, many Nigerian colleges needed digital learning resources. Furthermore, the study contradicts that of Nwafor and Osuji (2021), who examined the use of e-learning platforms in the Covid-19 pandemic period for political science course of study implementation in universities in Enugu State, Nigeria. They discovered that e-learning platforms were insufficiently available for an efficient execution of political science education curriculum.

The results of hypothesis two showed that, based on participants' experiences, there is no statistically noteworthy distinction in the mean ratings of respondents about the use of e-learning facilities in the instruction and learning of Business Education programs in institutions in South-South State. These results were consistent with a study conducted in 2017 by Okeke and Iheanacho, which discovered that e-learning resources were used for the process of instructional delivery and assessment in business education. According to Okeke and Iheanacho's findings, most institutions still use e-learning tools to a limited degree, despite the fact that they are the newest thing in education. Additionally, the results of this study are consistent with the research conducted by Oluwasusi et al. (2021) on the use of e-learning by agricultural learners attending public higher education institutions in South West Nigeria. According to their opinion, more than 95.7% of institutions have previously used e-learning resources, notwithstanding variations in utilization caused by awareness, knowledge, and various limitations. Similarly, this study supports the research conducted by Babalola et al. (2019) about postgraduate learners in business education's use of internet sites for e-learning at universities. Although some of the universities used e-learning tools sparingly, they observed that universities in the country's South-South area did use them.

The results of hypothesis three showed that there exists no discernible variation in the participants' mean assessments of the difficulties in utilizing e-learning for Business Education instruction in South-South State institutions. This research contradicts the conclusions of Shahmoradi et al.'s (2018) study, which looked at the difficulties with the e-learning system from the standpoint of higher education institutions. It was shown that almost 40% of the participants had difficulty utilizing the technology, and only 26.4% of them were well-prepared to use the e-learning system. The results of Shahmoradi et al.'s investigation, which indicated a substantial distinction (P value = 0.01) between the respondents' competence and cultural barriers with regard to the implementation of e-learning in educational institutions, are similarly at odds with the findings of the current study. Furthermore, this study's results are consistent with those of Adu et al. (2015), who looked at e-learning applications in educational settings. According to their research, there is no discernible difference in the difficulties experienced by teachers of different genders while using e-learning resources in postsecondary institutions. It is implied here that implementing e-learning in schools presented equal challenges for men and women.

Conclusion

The imperative to the use of e-learning in Education and Business education programme to be specific cannot be overstressed. Its application makes for a seamless route to knowledge discovery, especially in the academic world. In the light of this, the study concluded that e-learning facilities are accessible and are being employed in academes in the South-South States; and that there is no noteworthy difference between challenges confronted by female and male lecturers in the employment of e-learning facilities in the region under review.

Recommendations

Arising from the conclusion, the study made the following recommendations:

i. Government should furnish institutions with modern e-learning facilities so that the teaching learning process can be seamless;
ii. Institutional authorities and departmental heads should make e-learning facilities mandatory in the teaching and learning process in institutions of learning;
iii. E-learning facilities should be made more available, accessible and affordable to students with less bureaucracy so that learners would enjoy a more viable, robust, reliable, efficient, effective and cost beneficial educational acquisition.

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