

AVAILABILITY AND UTILIZATION OF E-LEARNING RESOURCES AND JOB PERFORMANCE OF BUSINESS EDUCATION LECTURERS: A MODERATING ROLE OF NETWORK AVAILABILITY IN SOUTH-SOUTH OF NIGERIA

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ABSTRACT

This study examined Availability, Utilization of E-Learning Resources and Job Performance of Business Education Lecturers: A moderating role of Network Availability in South-South of Nigeria was undertaken using primary data. This study adopted a descriptive survey design. The population of the study comprised 156 lecturers in Business education from State and Federal universities offering Business education programme in South-south Nigeria. The entire population was sampled because of its manageability. The instrument for data collection was a 30-item questionnaire, titled; "Availability and Utilization of e-learning Resources in Business Education Programme Questionnaire (UE.REPQ)" developed by the researcher. The Cronbach's Alpha indicates a reliability index of .97 which implies that the items were reliable. Data collected were analyzed using mean and standard deviation to answer the research questions. The standard deviation was used to ascertain the homogeneity or otherwise of the respondents' mean ratings. The PPMC statistics was used to test the null hypotheses at 0.05 level of significance. The study revealed that Availability of internet network and power supply significantly moderate the relationship between e-learning resources and the job performance of Business Education lecturers. The study concluded that effective utilization of E-learning resources is imperative and essential to enhancing business education lecturers' job performance in South-South, Nigeria. In respect to the findings and conclusion of this study, the following recommendations were made. Business education lecturers should enhance their level of competence with online classes in other to enhance their performance positively. Management of business education lecturers respective institution should provide adequate training that will enhance business education lecturers competence in the use of e-learning resources.

Keywords: E-Learning Resources, Job Performance, Network Availability

INTRODUCTION

Though the relevance of electronic-learning is enormous, it seems that its level of utilization in instruction and learning in south/south Nigeria universities is rather unknown. University students in south/south Nigeria have been finding education processes arid research difficult because of the traditional educational delivery system still in practice. In this system, distance is identified as a problem to both the undergraduates and post graduate students of institutions and also contribute to the over stay of students in school. These call for a new innovation in education that would help to eliminate these problems.

Even the emergence of electronic learning in education delivery services of the universities brings about a lot of problems. Some of the business educators in the south east university in Nigeria lack the adequate knowledge required for effective electronic learning instructional delivery. It is only sound competence that can aid proper optimizing of the electronic media which would facilitate effective optimization of electronic learning among business educators in the institute. The educational effectiveness of electronic-learning-resources depends on their utilization and purpose.

The need for e-learning resources in business education programmes has been advocated by Nwagbo and Ugwuanyi (2012) who opined that they are expected to be fully and properly utilized in education programme in this era of technological development. Unfortunately, according to

Manir (2009), c-learning in Nigerian universities had remained a mirage due to its slow pace of acceptance and utilization. Also Ngurukwern (2005) opined that low knowledge of e-learning is observed among business educators, as their students prove naive of e-learning practices in their trainings. This unsatisfactory manner of practices in the delivery of business education programmes could be in line with the non-availability of e-learning resources for instructional delivery, research activities and evaluation process. Research shows scanty report with negative effect of non-utilization of e-learning resources in teaching and learning of business education programme which may result in the production of unqualified and incompetent graduates in the current era.

Fabunmi (2012) discovered that students who use e-learning resources develop new strategies for problem-solving, and also develop higher order thinking skills. These findings as reported in Aremuin and Genoni (2006) went a long way in explaining the importance of e-learning in problem solving and critical thinking ability of students. Olojo, Adewurni and Ajisola (2012) viewed e-learning resources as computer assisted learning where part or all of the learning content is delivered digitally. This by implication goes to show that the utilization of e-learning resources in evaluation process will assist in educational development of individuals

Kwaehe (2007), observed that the Web-based training could be used by the teacher to present business education contents live and in a structure promoting self-directed and self-paced instruction on any topic at any distance. It could also be used in the provision of remedial lessons to students and the teacher can also use it for evaluation and assessment of the students objectively.

Islam and Panda (2007) stated that the application of web-based information retrieval trends 01' researchers is ever increasing and the electronic material will eventually replace the traditional library and users need not go there to find and collect information they need.

All these researches, literatures and more discussed more on how e-learning resources can enhance students' performance, promote self-directed and self-paced instruction etc. The gap created will therefore be closed in the study as the researcher tends to concentrate on the area the effect of e-learning resources on the job performance of Business education lecturers in universities in South-South, Nigeria which just a little or no work had been done on this area. Therefore, there is a need to close the gap in knowledge. Thus, the purpose of this study being to investigate the availability and utilization e-learning resources and the job performance of Business Education lecturers in south-south of Nigeria, will use the identified variables as stated in the conceptual framework.

Hypothesis

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

H₀₁: The availability of internet network and power supply do not significantly moderate the relationship between e-learning resources and the job performance of Business Education lecturers in universities in south-south Nigeria.

E-learning Resources

The integration of Information Communication Technologies (ICT) and internet has created an explosion in the use of e-learning both locally, and globally. The concept of e-learning is not easy to explain. "E" is the acronym for Electronic. E-learning means electronic learning. It implies learning with the aid of electronic gadgets. E-learning technology is one of the bi-products of Information and Communication Technology (ICT) (Salawudeen, 2006). Today nothing is mentioned without it being related to ICT. In the banking sector, we talk about c-banking; in business or industrial sector we discuss c-commerce, in government, we discuss c-government; while in education sector, ICT is majorly referred to e-learning. (David 2006) defines it as teaching with technology.

Jackson (2011) defined c-learning as technology-enhanced learning and/or technology-delivered learning that blends learning combining both online and face-to-face approaches to learning. This definition implies that e-learning does not only involve the use of electronic device for teaching, but also the presence of the instructor in the learning. E-learning compliments the work of teachers. It facilitates the provision of extra materials online (Matogo, 2009). Sometimes the teacher may find it very difficult to give special attention to students either in or outside the classroom, but with the aid of e-learning resources, the teacher can attend to the students and communicate with his fellow workers for the essence of acquiring teaching materials. Allen (2013) defined e-learning as the structured and purposeful use of the electronic system or computer in support of the teaching process. Similarly, Neuhauser (2012) saw e-learning as a training delivered on computer that is designed to support instructional delivery. To him, e-learning helps in transferring skills and knowledge needed to meet the expectations and demands of technological advancement of the economy. According to Eziugwu (2017), c-learning is the use of network technology to design, deliver, select, administer and extend learning content electronically with the help of internet technologies.

E-learning according to Markus (2018) can be defined as a learning process created by interaction with digitally delivered content, network - based services and tutoring. Using computers whether from a distance or in face-to-face classroom setting (computer assisted learning), it is a shift from traditional education or training to ICT-based personalized, flexible, individual, self-organized, collaborative learning based on a community of learners, teachers, facilitators, expert. E-learning is the use of internet technologies to enhance knowledge and performance. E-learning sequence, pace of learning, time, and often media, allowing them to tailor their experiences to meet their personal learning objectives, to manage access to e-learning materials, consensus on technical standardization, and methods for peer review of these resources. E-learning presents numerous research opportunities for faculty, along with continuing challenges for documenting scholarship. Innovation in e-learning technologies points toward a revolution in education, allowing learning to be individualized (adaptive learning), enhancing learners' interaction with others (collaborative learning), and transforming the role of the teacher.

Business Education Programme

Business education is a component of vocational technical education programme that prepares an individual for career in business and also to be an intelligent consumer of economic goods and services (Igboke, 2000). Business education provides students with the needed competencies, skills, knowledge, understanding and attitudes to perform as workers in industries, civil service and also as proprietors of business. Business education is aimed at developing in the individual the knowledge, skills and competencies required to perform tasks efficiently and effectively in the world of work to meet the changing demand of the c-permeated society (Osuala, 2009).

Osuala (2004) stressed that the mission of business education at the college and university levels is to train the necessary manpower for industry, public and private business. Business education is a programme, which equips the beneficiary with knowledge, skills and competencies needed by the learners to be productive citizen and to utilize wisely the products of business both as producers and consumers. Business education provides various occupational opportunities in office occupations as well as in teaching profession as business teachers at different levels — secondary and tertiary institutions.

Business education is conceptualized by Igboke (2000) as that aspect of the total educational programme that provides attitude needed to perform effectively in the world of business as producer and/or consumers of goods and services which business offers. In the words of Obi (2005), business education is a type of training which helps the students to achieve all the aims of education at any level of learning, but how has its primary aim the reparation of students for a business career or become more efficient and to advance to higher business positions. This implies

that business education develops a total individual not only to be gainfully employed but also to make progress in the chosen career, either as an employee or as self-employed individual.

Osuala (2004) contends that business education enables the specialist to teach business studies as well as office and vocational components. He stresses that primary emphasis should be placed on special methods of teaching business education courses rather than on the acquisition of skill in traditional skill subject areas of Shorthand and Typewriting, which are now being replaced with word/data processing. According to him, business education is volatile in nature and covers a diverse discipline that is included in all types of educational delivery system from primary to university level of educations. Business education is dynamic in nature, reflecting both personal and societal needs of the citizens. Therefore, it is imperative that business educators in tertiary institutions adopt the technology that reflects the current demand for technological competencies in order to remain relevant. Business education must adapt their instruction procedure, evaluation process and research activities that enhance business education programme through the utilization of e-learning resources. This study adopts the definition of business education as given by Osuala (2004), as operational definition.

Constructivist Learning Theory by Piaget's (1960)

Constructivist learning theory was propounded by Jean Piaget in 1960. The theory of constructivism argues that people produce knowledge and form meaning based upon their experiences. Piaget's theory covered learning theories, teaching methods, and education reform. Two of the key components which create the construction of an individual's new knowledge are accommodation and assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes the individual to develop new outlooks, rethink what were once misunderstood, and evaluate what is important, ultimately altering their perceptions. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframing the expectations with the outcomes.

Piaget's theory of constructivism addresses how learning actually occurs, not focusing on what influence learning. The role of teachers is very important. Instead of giving a lecture the teacher in this theory, function as facilitators whose role is to aid the student. This takes away focus from the teacher and lecturer and puts it upon the students and their learning. The resources and lesson plans that must be initiated for this learning theory take a very different approach toward traditional learning as well. Instead of telling, the teacher must begin asking.

Also, teachers are continually in conversation with the students, creating the learning experience that is open to new direction depending upon the needs of the students as the learning progresses. Teachers following Piaget's theory of constructivism must challenge the students by making them effective critical thinkers and not being merely a teacher but also a mentor, a consultant, and a coach.

Constructivism and technology work hand-in-hand in the present day. With regard to geometry, constructivism and technology work together to produce a better understanding of the middle school curriculum. Students should be able to identify direction, orientation, and have a clear perception of relationship. Making logical deductions from geometric shapes and patterns is the next step in this learning process. Constructivism and technology allow for computers to generate both two-dimensional objects on the screen. This enables students to view the screen and move the shapes either to another side; turned around completed, or stretched, turned, or flipped (Hung, 2001). This gives the students a better perspective of the item, which they cannot hold in their hand. They can then develop better understanding of spatial sense. The internet is a breakthrough in technology.

METHODOLOGY

Research Design

This study adopted a descriptive survey design.

Population of the Study

The population of the study comprised all lecturers in Business education from State and Federal universities offering Business education programme in South-south Nigeria. The number of lecturers in the outlined institutions is showed in Appendix D.

Sample and Sampling Technique

Population sampling involves **all** members within the population of interest, since the population is of a manageable size, the sample of the study was the entire 156 lecturers. Sampling makes it possible to get **deep insights** into the phenomenon the researcher is interested in. The study therefore adopted census technique. Census technique was used to access the lecturers in the department of Business education in the various universities.

Method of Data Analysis

Data collected were analyzed using mean and standard deviation to answer the research questions. The standard deviation was used to ascertain 'the homogeneity or otherwise of the respondents' mean ratings. The PPMC statistics was used to test the null hypotheses at 0.05 level of significance. A hypothesis was rejected if the calculated t-value is equal to or greater than the critical t-value, otherwise the null hypothesis was not rejected.

Answer to the research questions were determined based on the mean rating of the item interpreted relative to real limits of numbers as shown:

Responses	Rating Scale	Real Limits of Numbers
Very Highly Utilized	4	3.50 - 4.00
Highly Utilized	3	2.50 - 3.49
Lowly Utilized	2	1.50 - 2.49
Very Lowly Utilized	1	0.50 - 1.49

Result

Ho₁: the availability of internet network and power supply do not significantly moderate the relationship between e-learning resources and the job performance of Business Education lecturers in universities in south-south Nigeria.

Partial Correlations on availability of internet network and power supply do not significantly moderate the relationship between e-learning resources and the job performance of Business Education lecturers

Control Variables			e-learning resources	job performance of Business Education	availability of internet network and power supply
-none ^a	e-learning resources	Correlation	1.000	-.005	.976
		Significance (2-tailed)	.	.949	.000
		df	0	148	148
	job performance of Business Education	Correlation	-.005	1.000	-.021
		Significance (2-tailed)	.949	.	.803
		df	148	0	148

availability of internet network and power supply	Correlation	.976	-.021	1.000	
		Significance (2-tailed)	.000	.803	.
		df	148	148	0
availability of internet network and power supply	e-learning resources	Correlation	1.000	.069	
		Significance (2-tailed)	.	.405	
		df	0	147	
job performance of Business Education	Correlation	.069	1.000		
		Significance (2-tailed)	.405	.	
		df	147	0	

a. Cells contain zero-order (Pearson) correlations.

Ho1 the availability of internet network and power supply do not significantly moderate the relationship between e-learning resources and the job performance of Business Education lecturers in universities in south-south Nigeria.. (Correlation 10) reveals that the availability of internet network and power supply significantly moderate the relationship between e-learning resources and the job performance of Business Education lecturers in universities in south-south Nigeria. (where $\rho = .976$ and $p = 0.000$) and based on the decision rule of $p < 0.05$ for null rejection; we reject the null hypothesis and accept the alternative hypothesis: the availability of internet network and power supply significantly moderate the relationship between e-learning resources and the job performance of Business Education lecturers in universities in south-south Nigeria.

Availability of internet network and power supply significantly moderate the relationship between e-learning resources and the job performance of Business Education lecturers.

Correlation 10 reveals that the availability of internet network and power supply significantly moderate the relationship between e-learning resources and the job performance of Business Education lecturers in universities in south-south Nigeria. (where $\rho = .976$ and $p = 0.000$) and based on the decision rule of $p < 0.05$ for null rejection; we reject the null hypothesis and accept the alternative hypothesis: the availability of internet network and power supply significantly moderate the relationship between e-learning resources and the job performance of Business Education lecturers in universities in south-south Nigeria. Similarly, et al.00000, (2013) conducted a study on Utilization of e-learning Technologies in Business Education instructional Delivery in Colleges of Education in Delta State of Nigeria. The purpose of this study was to determine the extent of utilization of e-learning technologies in business education instructional delivery in Colleges of Education in Delta State of Nigeria. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. A descriptive survey research design was adopted. The population comprised of 90 business educators in the (4) four colleges of education in Delta State, Nigeria, namely, Federal College of Education (Technical) Asaba, College of Education, Agbor, College of Education, Warn and College of Education, Mosogar. A sample of 45 lecturers of business education in the Colleges of Education, through simple random sampling was used. A structured questionnaire was used for data collection using a five- point rating scale. Data obtained were analyzed using mean and standard deviation to answer the research questions, while the null hypotheses were tested using t-test statistic. Findings revealed that e-learning technology resources were not extensively utilized in teaching business education in the Colleges of Education due to many challenges which include shortage of qualified staff with e learning application, lack of c-learning facilities and infrastructure in the

Colleges of Education. Training and retraining of lecturers to acquaint them with the development of new technologies, among others were recommended.

CONCLUSION

This study examines Availability of E-Learning Resources and Job Performance of Business Education Lecturers in South-South of Nigeria was undertaken using primary data. The objectives of the study sought to establish the effects of the dimensions of e-learning resources as online classes, computer laboratory, digital library on measures business education lecturers' job performance as instructional delivery, supervision, admirative relationship. The study revealed that Availability of internet network and power supply significantly moderate the relationship between e-learning resources and the job performance of Business Education lecturers, there is a significant relationship between online classes and measures of Job Performance of Business Education Lecturers In South-South of Nigeria, there is a significant relationship between computer laboratory and measures of Job Performance of Business Education Lecturers In South-South of Nigeria, there is a significant relationship between digital library and measures of Job Performance of Business Education Lecturers in South-South of Nigeria. The study concluded that effective utilization of E-learning resources is imperative and essential to enhancing business education lecturers' job performance in South-South, Nigeria.

RECOMMENDATIONS

- 1) Business education lecturers should enhance their level of competence with online classes in other to enhance their performance positively.
- 2) Management of business education lecturer's respective institution should provide adequate training that will enhance business education lecturers competence in the use of e-learning resources.
- 3) Management of business education lecturers respective institutions should provide adequate digital library that will enhance business education lecturer job performance
- 4) Management of business education lecturers respective institutions should provide adequate computer laboratory equipped with proper gadget that is relevant for effective e-learning resources.
- 5) Management of business education lecturers respective institutions should ensure that there is adequate and proper power supply and network supply in other to enhance business education lecturer's job performance.

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