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Perception of Business Education Teachers on The Need for Adoption of E-Learning Approach In Teaching and Learning

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Abstract **- This paper examines the perception of business educators on the need for adoption of e-learning approach of teaching and learning in tertiary institutions. Two (2) research questions as well as hypotheses were raised for this study. The study made use of 500 Business education teachers who participated voluntarily in the study. The business educators used for the study were recruited from the six states of the North western region of the country, namely; Kano, Kaduna, Kastina, Zamfara, Sokoto and kebbi. A well structured questionnaire was used to collect the data used in this research. SPSS statistical tool was used to analyze the data, hypotheses were tested using t-test. And the finding of the study depicts that the perception of business educators with long teaching experience and those with shorter teaching experience on implementation of E-learning Approach in Teaching and learning of Business education differs. The finding of the study also shows that there is no significant difference between the perceptions of business education teachers who are first Degree holder (BSc/Bed) and those who are second degree holder (M.sc) on implementation of E-learning Approach in Teaching and learning of Business education. The study among others recommends that optimal attention should be given to improved software and appropriate policies that will favour e-learning approach of teaching and learning at all level of education in Nigeria.**

Keywords- **Business Educators, E-learning, Information and Communication technology, Teaching and learning.**

I. INTRODUCTION

Improvements in Electronic learning approach of teaching and learning can present opportunities for a better academic performance for Business education students in Nigeria tertiary institutions if well managed by the business education teachers. E-learning facilitates real flexibility in the time and place for learning; independence is increased through the availability of E-learning resources, and there is less reliance on the assistance of helpers such as library staff or note-takers.

The ability to study and be tutored electronically can release the students from the costs in time and resources in obtaining physical access. Communication can be improved - computer technology can give voice to those without, both literally and figuratively. Communication devices such as chat rooms, discussion groups and email can enable students to participate without prejudice or embarrassment. In spite of the various advantages e-learning has over the traditional approach to teaching, learning and research, the diffusion of e-learning is rather slow (Dhume, Gondkar, Murgaiah, and Subhas, 2006). One of the reasons for this, according to them is the lack of information, negative perception among students and non- availability of e-learning facilities. However, proponents of this technology are of the view that e-learning is as effective as traditional teaching and therefore, offers a good substitute to traditional teaching-learning. Similarly, Bassey, Umoren, Akuegwu and Ntukidem (2007) commented that students' learning in tertiary institutions all over the world has undergone tremendous transformation, especially since the advent of information and communication technology (ICT).

1. Statement of the Problem

Electronic educational learning system is gaining more attention in this era of information and communication technology due to explosive expansion of the World Wide Web and internet. The internet's magnitude is thousands of times what it was only two decades ago. It is estimated that about 60 million host computers are on the internet today while it serves about 200 million users in over 200 countries and territories.

However, there is still doubt as to whether business educators as well as the students in Nigerian institutions of higher learning fully utilize the immense potentials of the e-learning for academic works. According to Olaniyi (2006), many business education teachers and students are not fully aware of and do not fully utilize the immense potentials of the internet for academic work in the

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developing countries as compared with the advanced nations of the world with the consequence that paper/printing technologies and face to face discussions and paper resources still dominate our educational system. In spite of the Internet and e-learning technologies, there is the challenge of many students and teachers continually depending on traditional ways of doing research though it is very clear that institutions of learning and libraries lack current materials. Even when these materials are available, they are difficult to access due to poor records management systems and poor implementation. This paper therefore focuses on the perception of business educators on the need for adoption and implementation of e-learning approach of teaching and learning in tertiary institutions.

2. Research Objective

To examine the perceptions of Business Education teachers on the need for implementation of E-learning approach in teaching and learning in Business Education.

3. Research question

What are the perceptions of Business Education teachers on the need for implementation of E-learning approach in teaching and learning Business education.

4. Research Hypotheses

- There is no significant different between the perceptions of business educators with long teaching experience and those with shorter teaching experience on implementation of E-learning Approach in Teaching and learning of Business education.
- There is no significant different between the perceptions of business education teachers who are first Degree holder (BSc/Bed) and those who are second degree holder (Msc) on implementation of E-learning Approach in Teaching and learning of Business education.

II. REVIEW OF RELATED LITERATURE

Nafukho (2007) in his study on the place of e-learning in Africa's institutions of higher learning, the results of the study showed that e-learning has a future in Africa's universities and that there is need to build e-learning programmers based on genuine partnerships from other successful partners within and without Africa. Also, in the study by Greg Wang; Robert Von Der Linn; Diane Foucar-Szocki; Oris Griffin; Erin Sceiford (2003) on measuring the business impact of e-learning, the result showed that e-learning, as a means of technology-based HRD intervention, can be highly effective as a performance support learning mechanism, although the results also suggested that e-learning alone is not sufficient to replace the traditional face-to-face learning platforms.

The study by Strother (2002) on an assessment of the effectiveness of e-learning in Corporate Training Programs showed that corporate managers are constantly looking for more cost-effective ways to deliver training to their employees. E-learning is less expensive than traditional classroom instruction. In addition, many expenses – booking training facilities, travel costs for employees or trainers, plus employees time away from the job – are greatly reduced. However, it was observed that some firms that have spent large amounts of money on new e-learning efforts have not received the desired economic advantages. Similarly, Fong-Ling, Hung-Gi and Sheng-Chin (2007) opined that the purpose and characteristics of e-learning are different from other Web applications. Their paper used an extended Technology Acceptance Model (TAM) to explain the motivation, attitude and acceptance behind participants of e-learning. According to the study, the factors that determine Web quality include the external variables: system functionality, interface design, pedagogic and contents, as well as community.

1. The Concept of E-learning.

Electronic learning involves the use of technology to enhance learning including digital collaboration, satellite broadcasting, video and audio conferencing, mobile technology, interactive television and web based technologies (Bennink, 2004).

According to Bennink, many successes in outcomes of learning have been recorded as a result of combination of e-learning with face to face delivery. In the same vein, Eklund, Kay and Lynch (2003) noted that e-learning as a component of flexible learning is a wide set of applications and processes, which use all available electronic media to deliver education and training. It provides people with a flexible and personalized way to learn. It offers learning-on-demand opportunities and reduces learning cost.

According to them, e-learning is individual, customized learning that allows learners to choose and review material at their own pace. They further opined that e-learning may be delivered via numerous electronic media, including the Internet, intranets, extranets, satellite broadcast, audio/videotape and interactive television. It is not confined to online learning but it includes computer-based learning, web-based learning, virtual classrooms and digital collaboration. Olaniyi (2006) opined that e-learning is all about learning that occurs at the computer. According to him, the convergence of the Internet and learning, or Internet-enabled learning is called e-learning.

The uses of network technologies to create, foster, deliver, and facilitate learning, anytime and anywhere. It is also the delivery of individualized, comprehensive, dynamic learning content in real time, aiding the development of communities of knowledge, linking learners and practitioners with experts. In the opinion of Pinto, Selvaggi, Sicignano, Vollono, Iervolino, Amato, Molinari and Grassi (2008), e-learning is an abbreviation of electronic learning, indicating the provision of education and training on the Internet or the World Wide Web. They noted that the Internet offers numerous advantages compared with other mass media: it provides access to a large amount of information previously known only to

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individual specialists; it is flexible, permitting the use of images or video; and it allows linking to Web sites on a specific subject, thus contributing to further expand knowledge.

2. E-learning approach in Business Education

Advancement of e-learning has taken different forms in the recent years. Much of current experience is based on the use of web-based modules which are accessed at an individual's personal computer according to Claudia and Popa (2008). There are so many ways to improve business education lessons through E-learning.

1. Computer-Based Training (CBT):

Computer-based training (CBT) is any course of instruction whose primary means of delivery is a computer. A CBT courseware may be delivered via a software product installed on a single computer, through a corporate or educational intranet, in this case, the teacher does not need internet or website. All that is needed is a computer, a projector, scanner and multimedia objects such as audio, video and speakers for the transmission of learning contents or it could be delivered over the Internet as Web-based training. CBT can be used to teach business education because it is especially good for keyboarding, word processing, information management, business mathematics amongst other subjects. Students can also take advantage of CBT to learn how to run computer applications, such as Microsoft Excel, MS word, Power point and other Office packages that are related to their field of study.

2. Web-based Training:

Web-based training (WBT) is an innovative approach to distance learning in which computer-based training (CBT) is transformed by the technologies and methodologies of the World Wide Web, the Internet, and intranets (Kilby, 2009). Web-based training could be used to present business education contents live and in a structure promoting self-directed and self-paced instruction on any topic at any distance. WBT could also be used in the provision of remedial lessons to students. The teacher can also use it for evaluation and assessment of the students objectively.

3. Collaborative Learning:

Collaborative Learning is online learning, based on interaction with others learners/instructors (Siadaty and Taghiyareh, 2008). E-learning particularly gives room for collaborative and students'-centered learning. When using e-learning technology in business education, all the teacher does is to guide the learners in a virtual classroom environment, through interactive online learning, such as shared whiteboards, shared application software, chat functionality and audio/video over the network. Meanwhile, Brown (1998) noted that there are three ways in which e-learning technology facilitates learning principles: through self-directed learning, through collaborative learning, and through critical analysis.

4. Informal E-learning:

E-learning can also help to facilitate informal learning in business education. Through internet and e-learning, the business education students can learn outside the course based materials, traditional classroom and can learn about other important things that affect their lives. Students also have the opportunity to learn during holidays and vacations without necessary being taught by his teacher. Martinez (2003) noted that incorporating technology like e-learning into education may provide students with experience that would otherwise not be available to them. For example, computer simulations allow students to discover principles through their own active engagement.

5. Bad side of E-learning

E-learning, in spite of the advantages that it has when fully adopted in education, also has some impediments. Most of the online students may not be in a position to determine their academic needs, attributes and weak points precisely since there is no direct interaction with the instruction or other students. E-learning programs require a lot of faculty involvement, which encourages online peer support among the students. High dropout rates experienced in e-learning systems as compared to traditional education systems. The e-learning educational system may not provide an adequate balance between intellectual learning skills and team building community skills.

E-learning programs are not suitable for everyone, because most of those students who perform well in the traditional system of education which encourages face to face instructor-student interaction are likely to experience some serious difficulties with online based learning. Adopting of e-learning and its technology requires large investments in faculty, time, money and space that need to be justified to administrators and leadership.

6. Benefits of E-learning in Business Education

E-learning should be seen as offering solutions to several challenges currently facing higher education (NetTOM, 2007) cited in (Bassey, 2007) business education inclusive. Through e-learning, students of business education would be able to communicate, collaborate and cooperate with other learners worldwide and assess worldwide libraries irrespective of their geographical locations and bring to fulfillment the goal of business education as enshrined in the National Policy on Education (2004). According to Sharifabadi (2006) cited in Panda and Swain (2009), e-learning will benefit teaching and learning in the following ways:

- FSor learners, e-learning knows no time zones, and location and distance are not an issue;
- In asynchronous e-learning, students can access the online materials at any time;
- Synchronous e-learning allows for real time interaction between students and instructors;
- E-learners can use the internet to access up-to-date and relevant learning materials, and can communicate with experts in the field in which they are studying;

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- Situated learning is facilitated, since learners can complete online courses while working on the job or in their own space, and can contextualize the learning;
- Online materials can be updated as per the needs of the learners, and learners are able to see the changes at once, and;
- When learners are able to access materials on the internet, it is easier for instructors to direct them to appropriate information based on their needs.

III. METHODOLOGY

The study made use of 500 Business education teachers who participated voluntarily in the study. The business educators used for the study were recruited from the six states of the North western region of the country, namely; Kano, Kaduna, Kastina, Zamfara, Sokoto and kebbi. A research instrument titled Perception of Business Educators in Implementation of e-learning Approaches in Businesss Education (PBEIELA) was employed by the researchers. The first section of the questionnaire was designed to get demographic information of the respondents which includes; State where the respondent is teaching, Gender, Qualification and Teaching experience.

The second section comprise of 20 Likert scale items ranging from "Strongly Agree" to "Strongly disagree" A total of five hundred (500) well structures questionnaires were distributed to these Business Education teachers with the help of research assistants who contacted these respondents in the different states to explain the rationale of the study. Each respondent was asked to fill the questionnaire appropriately and return it back to the researcher or the assistant. A total of four hundred (400) questionnaires were duly filled, returned and deemed usable for the purpose of the research work.

1. Analysis and Discussion of Result

1.1 Hypothesis One

There is no significant difference between the perceptions of business educators with long teaching experience and those with shorter teaching experience on implementation of E-learning Approach in Teaching and learning of Business education.

Table 1. T – test showing the difference in perceptions of business educators with long teaching experience and those with shorter teaching experience on implementation of E-learning Approach in Teaching and learning of Business education.

Variables: BELTE = Business Educators with long teaching experience

BESTE = Business Educators with shorter teaching experience

Variables	N	X	SD	DF	Cal-t	Crit-t	Remarks
BELTE	154	49.53	8.49	398	2.02	1.92	Sig
BESTE	246	46.91	10.34				

The table above indicated that the value of calculated – t (Cal-t) of 2.02 is greater than the value of critical – t. (Crit-t) of 1.92 with 398 degree of freedom (DF). This analysis simply means that the formulated hypothesis did not hold, therefore, the hypothesis was rejected. And it was deduced that there is significant difference between the perceptions of business educators with long teaching experience and those with shorter teaching experience on implementation of E-learning Approach in Teaching and learning of Business education

2. Hypothesis Two

There is no significant difference between the perceptions of business education teachers who are first Degree holder (BSc/Bed) and those who are second degree holder (Msc) on implementation of E-learning Approach in Teaching and learning of Business education.

Table II. T – test showing the difference in perceptions of business education teachers who are first Degree holder (BSc/Bed) and those who are second degree holder (Msc) on implementation of E-learning Approach in Teaching and learning of Business education.

Variables: BScHold = Bachelor's degree Holders

MScHold = Master's degree Holders

Variables	N	X	SD	DF	Cal-t	Crit-t	Remarks
BScHold	219	55.72	5.39	398	1.87	1.93	Not Sig
MScHold	181	53.49	5.97				

The table above shows that, the calculated t value of 1.87 is lesser than the critical t value of 1.93 at 398 degree of freedom (DF). Therefore, the hypothesis was accepted and this simply means that there is no significant difference between the perceptions of business education teachers who are first Degree holder (BSc/Bed) and those who are second degree holder (Msc) on implementation of E-learning Approach in Teaching and learning of Business education.

IV. CONCLUSION

The purpose of education is not just to improve literacy among students but to also add rationale thinking, knowledgeable and self sufficiency. E-learning holds particular relevance to teaching and learning in Nigeria higher institution as the youth constitute its major population and there is no other way to take education in such a scale without the intervention of technology. E-Learning includes all the forms of electronically supported learning and teaching including Edutech. In e – learning the instructional material and content may be delivered by any one of all electronic media including the internet, intranet, extranet, LAN, Satellite broad costs, audio video tapes e.t.c.

E-Learning approach to learning and teaching is considered as a catalyst for improving the quality of higher education and effectiveness of learning and also give increased flexibility of learning experience to student, enhances access to information resources for more students; the potential to drive innovative and effective ways of learning and teaching at very low marginal cost among the teachers and learners.

V. RECOMMENDATION

E-learning is a large and growing market with great potential in higher education and the students using e-learning performed better than students who did not use e-learning. In order to maximize this potential, e-learning implementations should be made compulsory in our tertiary institutions in order to satisfy and facilitate teaching and learning. The study also recommends that the following actions should be given optimal attention as it will improve E-learning more effectively in higher educational institutions-

- Faster Internet connectivity/improved bandwidth in all the tertiary institutions in the country
- Improved software and Appropriate policies favouring e-learning approach of teaching and learning.
- Provision of technical support for e-learning at a range of scales
- Awareness raising about the value of e-learning
- Improved training for teachers in e-learning at all levels of education in the country.

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