



UTILIZATION OF ONLINE PLATFORMS FOR E-LEARNING BY BUSINESS EDUCATION POSTGRADUATE STUDENTS IN UNIVERSITIES IN SOUTH-SOUTH NIGERIA

Babalola, James Olatunde

*Department of Business Education,
Faculty of Technical and Science Education
Rivers State University
Port Harcourt, Nigeria.
olababalola69@gmail.com*

Dr. Dambo, B.I.

*Department of Business Education,
Faculty of Technical and Science Education
Rivers State University
Port Harcourt, Nigeria.*

Bupo, G. Omoni

*Department of Business Education,
Faculty of Technical and Science Education
Rivers State University
Port Harcourt, Nigeria.*

Abstract

The study examined "Utilization of online platforms for e-learning by business education postgraduate students in South-South, Nigeria". A cross-sectional developmental survey design was adopted for the study. Five research questions posed and five null hypotheses were tested. The population of the study was 143 business education Master Degree students. This total served as sample and was purposively studied. The instrument used for data collection was a 25 item questionnaire on a 4-point rating scale titled: "Business Education Postgraduate Students' Utilization of Online Platforms Questionnaire". The instrument was validated (face and content validity) by three expert - two in the field of business education and one in measurement and evaluation of Rivers State University. The reliability was computed using Spearman Brown's prophecy formula which yielded the scores of 0.94, 0.82, 0.80, 0.94 and 0.91 for clusters B, C, D, E and F. The statistical tool used for answering the research questions was the mean while Analysis of Variance was used to test the hypotheses at 0.05 level of significance. The study reported low extent of utilization of online platforms for e-learning. The findings were: Google+ and YouTube reported low extent of utilization to view educational research programmes. Learning Management System (LMS) and video/audio conferencing platforms were not utilized for e-learning. The researcher therefore recommended the following: utilization of online platforms for e-learning, if effectively and efficiently utilized, can complement face-to-face teaching and learning activities. Utilization of online platforms for e-learning should be encouraged. Universities should organize in-house training for business educators to enable them utilize online platforms for teaching. Government or proprietors of universities and other higher institutions of learning should release funds to enable these institutions put in place ICT infrastructures that could facilitate the utilization of online platforms for e-learning.

Keywords: Online, e-platforms, Applications, e-learning, Business Education.

Introduction

For several decades now, teaching and learning at all levels have been delivered in the traditional way, with the teacher standing in front of the class talking and demonstrating to enhance content delivery of instructions. The advent of computers, software and various applications on the internet as a result of continuous research and man's quest for better environment via science and technological innovations led to the utilization of modern machines. These machines consist of Desktops, Computers, Laptops, Tablets, I-phones, Androids, various forms of mobile phones and other electronic devices with in-built or installed software applications on series of platforms to make



communication more easily accessible. This has of course, resulted in making teaching and learning stress free and more interesting for teachers and students respectively.

Johnson, Levine and Smith (2009) opined that this major innovation in technology was achieved when wireless network went from analog to digital transmission which offers faster data transfer speed (at least 200 kilobits per second) for multi-media use. Though, there is an improvement on this by the provision of 4GLTE which promises an upward or loading ability of 1 Gigabit per second data transfer rate (if the user is in a perfect spot for network coverage or reception). The evolution of service providers like MTN, Globacom, Airtel, Etisalat, Smile Networks, Spectranet, Inter-connect; etc in Nigeria has opened up internet connectivity. This led to the provision of the required platforms for global communication (on 2G, 3G and 4GLTE-Long Term Evolution) in which concepts, ideals, problems and perceived solutions are shared universally. Scholars, Researchers and students all over the world are able to interact with one another. Lecturers and students in various technology compliant institutions of higher learning are now able to interact, deliver lectures, assignment and discussion topics including other academic information are given online via the utilization of internet learning technologies available on the worldwide web (Ibukun, 2009). These provisions therefore, made educational institutions worldwide (that are 21st century technology compliant) to be highly dependent on the internet/online to service their business needs of meeting the modern requirements of teaching and learning.

Business education as an aspect of vocational and technical education is a specialized programme of instruction designed to provide individual with knowledge, skills and attitudes leading to employability and teaching of business subjects (business dictionary.com 2016). Iwu (2016) opined that business education is a course of study that equips the individual with the occupational skills and knowledge that will enable him/her fit into a job and find satisfaction in the labour market. It is also a programme that prepares its students with skills and competencies needed for self-reliance and employment. Iwu (2016) concluded that the primary goal of business education is to produce competent, skilful and dynamic business educators, office administrators, secretaries and business men and women that will effectively compete in the world of work.

Similarly, the National Policy on Education (FRN, 2013) in Nigeria is a statement of government's regulations, anticipations, expectations, goals, requirements and standards for quality education delivery in Nigeria. Like other developing countries Nigeria is undergoing rapid economic, social and political reforms. Some decades ago, Nigerian education sector could be said to be manually-driven but fast forward to some technological advancements as a result of national policy reforms. Presently, there is electronic or automatic-driven system of education in Nigeria with the availability of e-books, e-classroom, e-libraries and even e-examinations, other changes, innovations and latest reforms on the National Policy on Education which include the following:

Open e-learning and distance learning

Information and Communication Technology (ICT) was instructed to be included into school curriculum as a second official language.

Simultaneous teaching of science, technical and vocational education in the scheme of national education for complete student capacity and optimum performance.

General contextual change to reflect the state of professional practice in education.

Educational activities would be centred on the student for maximum self-development and self-fulfilment.

At all levels of education system, modern education techniques shall be increasingly used and would also be improved upon (FRN, 2013).



The National Policy on Education (FRN, 2013) is further interpreted as laying emphases on building a united, strong and self-reliance nation. Same policy expressly stated that the acquisition of appropriate knowledge and skills are paramount for one to gain paid employment in the office or be self-employed. This corresponds with the vision, goals and philosophy of business education which is geared towards providing training and impartation of necessary skills leading to the production of goods, services and self-reliant citizens. Aliyu in Miller, Nwaekete and Akiti (2016) noted that this period of social and economic insecurity can be a vehicle for transformation. However, the role of business education as a driving force in the nation's economic development and technological innovations cannot be sustained without viable adoption, adaptation of utilization of online information technology as part of business education curriculum with emphases on e-learning. It is good to note that the office environment has changed and will continue to change due to the innovations evolving from the utilization of computers and internet/online platforms. Therefore 21st century advancement in information communication technology (ICT) e-learning has become an indispensable technology for teaching, learning and research in the field of business education.

Online platforms/internet is a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocol. Online platforms are means of connecting a computer to any other computer anywhere in the world via dedicated routers and servers, which enables two or more computers connected over the internet to send and receive all kinds of information such as text, graphics, voice, video and other computer applications (Business Dictionary, 2016). Sclater (2010) sees online or internet as a metaphor consisting of applications, platforms, infrastructures and networking. Otuka (2010) sees e-learning as all forms of electronically supported learning and teaching which are procedural in character and aimed at effecting the construction of knowledge with reference to individual experience, practice and knowledge to the learner. Similarly, e-learning is utilization of electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, programme or degree delivered completely online. Miller, Nwaekete and Akiti (2016) defined e-learning as courses that are specifically delivered via the internet to somewhere other than the classroom where the lecturer is teaching. It is not a course delivered via DVD, CD-Rom, Video tape or over television channel. Thus, e-learning is meant to be interactive in nature. Communication with your lecturers and other students in your class can take place in the processes of learning.

Undoubtedly, the emergence of online platforms in internet explosion and wireless revolution led to the adoption and adaptation of online platforms for personal, business, institutional or organizational utilization of these application which include Social Networking Sites, Message Forums, Instant Messaging, email, video conferencing, audio-conferencing, content management system, data base technologies, learning management systems, world wide web and computer assisted instructions. These delivery methods increased the possibilities for how, where and when learners can sort or engage in lifelong learning experiences which lecturers and students are willing to exploit the potentials of online platforms for real-time instructional delivery and learning (Ajayi, 2008). In addition, education is seen as a document per excellence in preparing citizens for effective roles in the society. Therefore, the need for business education as a form of education is crucial, especially in the era of globalization, information and communication technology (ICT) in which work processes, organization and institutions are becoming increasingly flexible, accessible, multi-tasking and performance based (Okoli & Wagbara, 2016).



Statement of the Problem

The advent of new technologies most especially online platforms like: e-mail, WhatsApp, Twitter, Blogging, Facebook, Palm-chat, We-chat, Video/audio conferencing platforms like Skype, Imo, Viber and Learning Management System (LMS) like Reddit, Educonnect, Edmondo Apps, Desire2Learn, Skillsoft applications, etc. Availability of various mobile electronic devices like: Laptops, various kinds of mobile phones, which were popularly owned by business education lecturers and students. Increased internet penetration, utilization by lecturers and students has promoted the yearning for the adoption and adaptation of technology in all facets of teaching and learning procedures (Vim-Mba, 2016). It seems that the pace at which online platforms were being utilized for e-learning by Business Education postgraduate students in different universities in south-south, Nigeria is low or most universities in south-south, Nigeria do not utilize online platforms for e-learning. Meanwhile, very low extent of utilization of online platforms for teaching and learning was recorded or observed by the researcher despite its availability, accessibility and timeless nature of these platforms utilization. Lack of utilization of online platforms or low extent of utilization that was prevalent may be due to: the billing system and cost of infrastructure, epileptic power supply, poor network services, high cost of electronic devices, and lack of adequate legal and educational framework to facilitate utilization of online platforms for teaching and learning activities in different universities in Nigeria.

The report of Organization for Economic Co-operation and Development in Igbineweka and Mani (2014:174) re-emphasized the usefulness of internet/online platforms in facilitating the teaching-learning processes this way: "Online platforms/internet utilization enriches the school curriculum in two fundamental ways, the first is digital enhancement across almost every subject and activity, simulations of learning sequences collaborative activities, etc. online platforms in itself has the potential to transform the learning environment more than any other innovation. Secondly, it enhances pursuit of digital literacy in its own right, whereby the individual becomes empowered as an autonomous learner. Thus, this study seeks to determine the extent of utilization of online platforms by business education postgraduate students in different universities in South-South, Nigeria. Thus, a gap is created which this study will empirically fill by investigating: "Business education postgraduate students' utilization of online platforms for e-learning in different universities in south-south, Nigeria".

Purpose of the Study

The main purpose of the study was to determine the extent of utilization of online platforms for e-learning by postgraduate students of business education in different universities in south-south, Nigeria. Specifically, the study seeks to determine:

- the extent to which business education postgraduate students in universities in south-south, Nigeria utilize social media platforms for e-learning.
- the extent to which business education postgraduate students in universities in south-south, Nigeria utilize Learning Management System (LMS) for e-learning.
- the extent to which business education postgraduate students in universities in south-south, Nigeria utilize video and audio conferencing platforms for e-learning.
- the extent to which business education postgraduate students in universities in south-south, Nigeria acquire skills via utilization of online platforms in the course of their studies.
- the extent to which utilization of online platforms for e-learning complement face-to-face teaching and learning in universities in south-south, Nigeria.



Research Questions

The following research questions guided the study:

To what extent do business education postgraduate students utilize online social media platforms for e-learning in different universities in south-south, Nigeria?

To what extent do business education postgraduate students utilize Learning Management System (LMS) for e-learning in different universities in south-south, Nigeria?

To what extent do business education postgraduate students in different universities in south-south, Nigeria utilize video and audio conferencing platforms for e-learning?

To what extent do business education postgraduate students in different universities in south-south, Nigeria acquire skills via utilization of online platforms with online platforms in course of their studies?

To what extent do business education postgraduate students' utilization of online platforms for e-learning complement face-to-face teaching and learning in different universities in south-south, Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

There is no significant difference in the extent of utilization of social media platforms for e-learning by business education postgraduate students in different universities in south-south, Nigeria.

There is no significant difference in the extent of utilization of Learning Management System (LMS) for e-learning by business education postgraduate students in different universities in south-south, Nigeria.

There is no significant difference in the extent of utilization of video and audio conferencing platforms for e-learning by business education postgraduate students in different universities in south-south, Nigeria.

There is no significant difference in the extent to which business education postgraduate students acquire skills via utilization of online platforms in course of their studies in different universities in south-south, Nigeria.

There is no significant difference in the extent to which business education postgraduate students' utilization of online platforms complement face-to-face teaching and learning in different universities in south-south, Nigeria.

Method

Cross-sectional developmental survey design also called Transversal study or prevalent study; a type of observational study that analyzes data collected from a population or a representative subset at a specific point in time (cross-sectional data) was adopted for this study. Nwankwo (2013:62) stated that a cross-sectional development survey method is appropriate: as sample is usually composed from a population and data are collected from the sample drawn from that population. The same data collected are analyzed segment by segment for the various variables of the study. The population of this study comprises all 2015/2016 postgraduate business education students (Masters Degree) from 3 selected universities in south-south Nigeria. The total population of 143 postgraduate (Masters Degree) business education students were purposively studied. The instrument for data collection was a structured questionnaire titled "Business Education Postgraduate Students' Utilization of Online Applications Questionnaire" (BEPUSOA). The instrument provided responses to the five research questions using 25 items weighted with a modified 4-point rating scale

of “Very High Extent” (VHE), - 4 points, “High Extent” (HE) 3 points, “Low Extent” (LE) 2 points, “Very Low Extent” (VLE) 1 point for items 1-25. To establish the validity of the instrument, the questionnaire was subjected to face and content validity by two experts from the Department of Business Education and one from Measurement and Evaluation all of the Faculty of Technical and Science Education in Rivers State University.

To ensure the consistency of the instrument, the instrument was tested through the split-half method using twenty randomly selected postgraduate (Masters Degree) students of business education other than those for the same population in Michael Okpara University, Umudike Abia State. Spearman rank order correlation coefficient was used to determine the degree of linear relationship between the two halves (odd and even) items. The reliability coefficient was computed using Spearman Brown's prophecy formula which yielded the scores of 0.94, 0.82, 0.80, 0.94 and 0.91 for sections B, C, D, E and F respectively. A total of 143 questionnaires were purposefully raised, administered and utilized for the study. Data analysis was done using the mean to answer research questions while analysis of variance was used to test the hypotheses. The mean was obtained by summation of all responses as assigned to a rating scale in an item divided by the total number of responses: $4+3+2+\frac{1}{4} = 2.50$. The mean score of 2.50 and above was accepted while those below 2.50 were rejected.

Results

Research Question 1

To what extent do business education postgraduate students utilize online social media platforms for e-learning in different universities in south-south, Nigeria?

Table 1: Mean Ratings on the Extent to which Business Education Postgraduate Students Utilize Social Media Platforms for e-Learning in Different Universities in South-South, Nigeria (N=143)

S/N	Statements	RSU		UNIBEN		UNIUYO	
		X ¹	Remarks	X ²	Remarks	X ³	Remarks
1.	Postgraduate students receive lectures via Facebook.	1.73	Low Extent	1.58	Low Extent	1.55	Low Extent
	Postgraduate students watch educational or research programmes via Youtube.	2.88	High Extent	2.27	Low Extent	2.78	High Extent
3.	Business education postgraduate students respond to educational discussions via Twitter	1.68	Low Extent	1.77	Low Extent	1.73	Low Extent
	Postgraduate students access e-books, e-journals and other educational publications via Google+.	2.84	High Extent	2.77	High Extent	2.64	High Extent
	Postgraduate students chat on LinkedIn.com with fellow students to collaborate on problem solving.	1.64	Low Extent	1.67	Low Extent	1.64	Low Extent
Grand Mean						2.10	Low Extent

Source: Research Data, 2018

The responses of the respondents in Table 1 indicate that items 1, 3 and 5 with mean scores of 1.62, 1.73 and 1.65 were rated low and rejected. This implies that the respondents disagreed to the use of Facebook for receiving lectures, responding to educational discussion via twitter and chatting with fellow students on collaborative problem solving on linkedin.com. Also, the respondents agreed to the use of Google+ for accessing e-books and journal and the use of Youtube for viewing educational research programmes as the both items in 2 and 4 were rated 2.64 and 2.75 respectively above average. However, the grand mean of 2.10 indicates a low extent of utilization of online social media platforms for e-learning amongst business education postgraduate students in universities in south-south, Nigeria.

Research Question 2

To what extent do business education postgraduate students utilize online Learning Management System (LMS) for e-learning in different universities in south-south, Nigeria?

Table 2: Mean Ratings on the Extent to which Business Education Postgraduate Students Utilize Learning Management System (LMS) for e-Learning in Different Universities in South-South, Nigeria (N=143)

S/N	Statements	RSU X ¹	Remarks	UNIBEN X ²	UNIUYO X ¹
7.	Postgraduate students utilize collaborative classroom application for online discussions.	1.48	Low Extent	1.63 Low Extent	1.68 Low Extent
	Postgraduate students undertake courses online with moodle and Edmodo Apps.	1.64	Low Extent	1.60 Low Extent	1.59 Low Extent
9.	Postgraduate students receive advice and supports from my lecturers via connect EDU application.	1.71	Low Extent	1.77 Low Extent	1.73 Low Extent
	Lecturers deliver lectures via Reddit and skill soft application.	1.48	Low Extent	1.53 Low Extent	1.55 Low Extent
	Postgraduate students chat with lecturers online via Desire2learn application.	1.36	Low Extent	1.50 Low Extent	1.41 Low Extent
Grand Mean					1.60 Low Extent

Source: Research Data, 2018

The responses of the respondents in Table 2 indicate that items 6, 7, 8, 9 and 10 with mean scores of 1.60, 1.61, 1.74, 1.52 and 1.42 were all rated low extent of utilization and rejected. This implies that the respondents disagreed to the use of collaborative classroom applications, moodle and edmodoapps, Connect Eedu application, Reddit, skill soft application and desire2learn application for learning. Also, the grand mean of 1.58 indicates a low extent of utilization of Learning Management System (LMS) for e-learning amongst business education postgraduate students in universities in south-south, Nigeria.

Research Question 3

To what extent do business education postgraduate students utilize video and audio conferencing platforms for e-learning in different universities in south-south, Nigeria?

Table 3: Mean Ratings on the Extent to which Business Education Postgraduate Students Utilize Video and Audio Conferencing Platforms for e-Learning in Different Universities in South-South, Nigeria (N=143)

S/N	Statements	RSU		UNIBEN		UNIUYO	
		X ₁	Remarks	X ₂		X ₁	
11.	Skype	1.32	Low Extent	1.36	Low Extent	1.41	Low Extent
12.	Google Hangout	1.73	Low Extent	1.63	Low Extent	1.59	Low Extent
13.	Go to meeting apps	1.59	Low Extent	1.53	Low Extent	1.50	Low Extent
14.	Adobe connect	1.48	Low Extent	1.50	Low Extent	1.45	Low Extent
15.	e-voice	1.68	Low Extent	1.73	Low Extent	1.73	Low Extent
Grand Mean						1.55	Low Extent

Source: Research Data, 2018

The responses of the respondents in Table 3 indicate that items 11, 12, 13, 14 and 15 with mean scores of 1.36, 1.65, 1.54, 1.48 and 1.71 were all rated low and rejected. This implies that the respondents disagreed to the use of skype, Google hangout, go to meeting apps, adobe connect and e-voice for learning. Also, the grand mean of 1.55 indicates a low extent of utilization of video and audio conferencing platforms for e-learning amongst business education postgraduate students in universities in south-south, Nigeria.

Research Question 4

To what extent do business education post graduate students in different universities in south-south, Nigeria acquire skills via utilization of online platforms in course of their studies?

Table 4: Mean Ratings on the Extent to which Business Education Postgraduate Students in Different Universities in South-South, Nigeria Acquire Skills Via Utilization of Online Platforms in Course of their Studies (N=143)

S/N	Statements	RSU		UNIBEN		UNIUYO	
		X ₁	Remarks	X ₂		X ₁	
16.	Typing skills	1.59	Low Extent	1.53	Low Extent	1.55	Low Extent
17.	Accounting skills	1.64	Low Extent	1.63	Low Extent	1.68	Low Extent
18.	Information management skills	3.56	High Extent	3.37	High Extent	3.27	High Extent
19.	Internet browsing/e-mailing	3.48	High Extent	3.27	High Extent	3.18	High Extent
20.	Marketing/sales and customer service	1.52	Low Extent	1.50	Low Extent	1.41	Low Extent
Grand Mean						2.28	Low Exten

Source: Research Data, 2018

The responses of the respondents in Table 4 indicate that items 16, 17 and 20 with mean scores of 1.56, 1.65 and 1.48 were rated low extent and rejected. This implies that the respondents disagreed that typing skills, accounting skills and marketing/ sales and customer service skills are acquired in course of study online. Also, the respondents agreed to the acquisition of information management and browsing skills through online learning as both items in 18 and 19 were rated 3.40 and 3.31 respectively above average. However, the grand mean of 2.28 indicates a low extent of acquiring skills via utilization of online platforms in course of their studies in various universities in south-south, Nigeria.

Research Question 5

To what extent does business education postgraduate students' utilization of online platforms for e-learning complement face-to-face teaching and learning in different universities in south-south, Nigeria?

Table 5: Mean Ratings on the Extent to which Business Education Postgraduate Student's Utilization of Online Platforms for e-Learning Complement Face-to-Face Teaching and Learning in Different Universities in South-South, Nigeria (N=143)

S/N	Statements	X ¹	RSU Remarks	X ²	UNIBEN	UNIUYO	X ¹
22.	Utilization of online Apps for e-learning enhances student's collaborative skills.	3.24	High Extent	3.17	High Extent	3.18	High Extent
	Online Apps are accessible at any time of the day.	2.84	High Extent	2.77	High Extent	2.91	High Extent
25.	Student's utilization of online apps for e-learning can be monitored real-time.	3.00	High Extent	2.97	High Extent	3.00	High Extent
	Learning activities online can be easily saved and retrieved when needed.	3.36	High Extent	3.23	High Extent	3.27	High Extent
	Learning activities recorded can be re-played when desired.	2.88	High Extent	2.83	High Extent	2.91	High Extent
Grand Mean						3.04	High Extent

Source: Research Data, 2018

The responses of the respondents in Table 5 indicate that items 21, 22, 23, 24 and 25 with mean scores of 3.20, 2.84, 2.99, 3.29 and 2.87 were all rated high extent and accepted. This implies that the respondents agreed to the point that utilization of online platforms enhances students collaborative skills, online apps are accessible, student's utilization of online platforms are monitored, learning activities can be saved and retrieved and recorded learning activities can be replayed. Also, the grand mean of 3.03 indicates a high extent of utilization of online platforms for e-learning to complement face-to-face teaching and learning in different universities in south-south, Nigeria.

Hypothesis 1

H₀₁: There is no significant difference in the extent of business education postgraduate students' utilization of online social media platforms for e-learning in universities in south-south, Nigeria.

Table 6: Summary of ANOVA and Test of Significance on the Extent to which Business Education Postgraduate Students Utilize Online Social Media Platforms for e-Learning in Different Universities in South-South, Nigeria.

Source of Variance	SS	DF	MS	L/Significance	F-Cal	F-Crit	Decision
Between Groups	1.86	2	0.93	.05	2.11	3.00	Accepted
Within Groups	60.94	140	0.44				

Table 6 shows that at degree of freedom 2 and 140, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 1.86 and 60.94 respectively. It also shows the calculated f-ratio: 2.11 which is lower than the f-critical of 3.00 at .05 level of significance. Thus, H_{01} was accepted; indicating that there is no significant difference in the mean responses of business education Master Degree students from three (3) respondent groups on the extent of utilization of online social media platforms for e-learning in universities in south-south, Nigeria.

Hypothesis 2

H_{02} : There is no significant difference in the extent of business education postgraduate students' utilization of Learning Management System (LMS) for e-learning in different universities in south-south, Nigeria.

Table 7: Summary of ANOVA and Test of Significance on the Extent to which Business Education Postgraduate Students Utilize Learning Management System (LMS) for e-Learning in Different Universities in South-South, Nigeria.

Source of Variance	SS	DF	MS	L/Significance	F-Cal	F-Crit	Decision
Between Groups	0.24	2	0.12				
Within Groups	31.78	140	0.23	.05	0.52	3.00	Accepted

Table 7 shows that at degree of freedom 2 and 140, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 0.24 and 31.78 respectively. It also shows the calculated f-ratio: 0.52 which is lower than the f-critical of 3.00 at .05 level of significance. Thus, H_{02} was accepted; indicating that there is no significant difference in the mean responses of the three (3) respondent groups on the extent of utilization of Learning Management System (LMS) for e-learning in different universities in south-south, Nigeria.

Hypothesis 3

H_{03} : There is no significant difference in the extent of business education postgraduate students' utilization of video and audio conferencing platforms for e-learning in different universities in south-south, Nigeria.

Table 8: Summary of ANOVA and Test of Significance on the Extent to which Business Education Postgraduate Students Utilize Audio and Video Conferencing Platforms for e-Learning in Different Universities in South-South, Nigeria

Source of Variance	SS	DF	MS	L/Significance	F-Cal	F-Crit	Decision
Between Groups	0.49	2	0.25	.05	1.14	3.00	Accepted
Within Groups	30.76	140	0.22				

Table 8 shows that at degree of freedom 2 and 140, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 0.49 and 30.76 respectively. It also shows the calculated f-ratio: 1.14 which is lower than the f-critical of 3.00 at .05 level of significance. Thus, H_{03} was accepted; indicating that there is no significant difference in the mean responses of the three (3) respondent groups on the extent of utilization of video and audio conferencing platforms for e-learning in different universities in south-south, Nigeria.

Hypothesis 4

H_{04} : There is no significant difference in the extent of business education postgraduate students on how they learn or acquire skills via utilization of online platforms in the course of their studies in universities in south-south, Nigeria.

Table 9: Summary of ANOVA and Test of Significance on the Extent to which Business Education Postgraduate Students in Different Universities in South-South, Nigeria Acquire Skills Via Utilization of Online Platforms in Course of their Studies.

Source of Variance	SS	DF	MS	L/Significance	F-Cal	F-Crit	Decision
Between Groups	3.20	2	1.60	.05	2.86	3.00	Accepted
Within Groups	78.23	140	0.56				

Table 9 shows that at degree of freedom 2 and 140, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 3.20 and 78.23 respectively. It also shows the calculated f-ratio: 2.86 which is lower than the f-critical of 3.00 at .05 level of significance. Thus, H_{04} was accepted; indicating that there is no significant difference in the mean responses of the three (3) respondent groups on how they learn or acquire skills via utilization of online platforms in the course of their studies in different universities in south-south, Nigeria.

Hypothesis 5

H_{05} : There is no significant difference in the extent of business education postgraduate students on utilization of online platforms for e-learning to complement face-to-face teaching and learning in different universities in south-south, Nigeria.

Table 10: Summary of ANOVA and Test of Significance on the Extent to which Business Education Postgraduate Students' Utilization of Online Platforms for e-Learning Complements Face-to-Face Teaching and Learning in Different Universities in South-South, Nigeria

Source of Variance	SS	DF	MS	L/Significance	F-Cal	F-Crit	Decision
Between Groups	-7.76	2	-3.90				
Within Groups	117.4	140	0.80	.05	-4.88	3.00	Accepted

Table 10 shows that at degree of freedom 2 and 140, the between groups variance score and within group variance score (between groups mean square and within group mean square) are -7.76 and 117.4 respectively. It also shows the calculated f-ratio:-4.88 which is lower than the f-critical of 3.00 at .05 level of significance. Thus, H_0 was accepted; indicating that there is no significant difference in the mean responses of the three (3) respondent groups on utilization of online platforms for e-learning to complement face-to-face teaching and learning in different universities in south-south, Nigeria.

Discussion of Findings

The findings of the study revealed that the extent to which business education postgraduate students utilize social media tools for e-learning is low in the institutions studied. These findings were in agreement with Ajadi *et al.* (2008) who revealed that there is gross underutilization of e-learning in Nigerian tertiary institutions; but seems to differ with Bupo (2015b) who argued that students now utilize some e-learning facilities often while some others are utilized fairly often. Blaschke (2012) is of the opinion that the use of social media and other online platforms supports the development of cognitive and meta-cognitive skills relevant in work place. Kardo (2015) reported that the direct consequences of Government's lack of interest or attention to provide learning and teaching infrastructures in the universities and other institutions of higher learning has contributed to the poor performance of an average graduate. This leads to a huge mismatch between the output of university trained graduates (effectiveness and efficiency) the demand of labour market and expected productivity of such graduates in respect of their contributions to National development. Dabalen and Oni (2008) stated that there is the need for vocational and technical field to integrate the use of new technologies or online platforms in teaching and learning. This enhances interest and encourages skills acquisition for better performances or attainment of desired set objectives of teaching and learning of business education. The findings also revealed a low extent on utilization of Learning Management System by postgraduate business education students in the universities studied. These findings were not in agreement with the views of Olga (2015) who revealed that the utilization of LMSs in higher education institutions has been very extensive since the basic characteristics that they offer makes the organization and distribution of course content in a very simple and useful mode to learners.

Thus, the findings revealed a low extent of utilization of video and audio conferencing platforms by postgraduate business education students in the institutions studied. These findings disagrees with Bupo (2015) who revealed that students *fairly often read e-books and e-journals*,



teleconferenced with classmates during group work, send feedbacks to lecturers via emails and undertake courses on the internet. Considering availability, accessibility, flexibility, scalability (increase coverage) mobility and timeless nature of the applications, online platforms can be utilized at any time, anywhere, with ease and in the absence of physical barriers like classroom walls, noise, distractions and other human factors, which do occur in a face-to-face teaching and learning. Though, Malik and Ekpekin-Ekanem (2011) are of the view that quality and quantity of students learning are determined by individual study habit. Odubela (2012) concluded that an effective learning or enhanced academic performances are achieved by successful and timely coverage of the course outline before examination. This cannot be achieved without the required academic infrastructures in place.

The study also revealed that the use of online platforms might not give you the necessary skills in typing, accounting etc. These findings were in agreement with the views of Borja, (2005) who revealed that social media sites also offer enhanced learning opportunities as some schools use blogs as teaching tools with the benefit of improving English skills, writing and creativity. He stressed further that Facebook and other similar sites allow students to gather outside of school and exchange ideas about assignments or collaborate on group projects. Also, Alexandra (2016) opined that there are various ways you can utilize social media to build professional skills, knowledge, and relationships, without getting overwhelmed.

Thus, the respondents agreed that online learning can complement face-to-face teaching and learning. These findings are not in agreement with the views of Wuensch *et al.* (2008) as cited in Alonso and Blazequez (2009) revealed that online classes or lectures are far superior to face-to-face classes in terms of convenience and in permitting self-pacing but they also rate online classes as inferior in a number of other ways. However, it is in agreement with Berger *et al.* (2008) as cited in Alonso and Blazequez (2009) who revealed that online and face-to-face environments play different and complementary roles.

Conclusion

Tertiary institutions as ivory tower of knowledge have pertinent roles to play in national development as well as manpower development. Their expected roles in the development of a nation were often hindered due to Federal and State Government intervention or encroachment in University autonomy. Utilization of online platforms for e-learning amongst business education postgraduate students in universities in south-south, Nigeria was seen to be in a very low extent. Though the frequency of internet penetration was discovered to be very high in Nigerian Tertiary Institutions thereby increasing accessibility and possibilities of enjoying online platforms for e-learning as most students and their lecturers possess laptop, Desk top computers, electronic mobile devices. It was also discovered that utilization of online platforms affects or contributes to learning in higher institutions. Therefore, the following grounds were established: Online platforms such as social media, Learning Management System (LMS), Video/Audio conferencing applications, etc were proven to be useful e-learning tools. Effective and efficient utilization of online platforms could enhance learning. The importance of utilization of online platforms (innovative technologies) to ensure effective service



delivery in different universities in Nigeria cannot be over emphasized. While, utilization of social media, LMS, Video/Audio conferencing applications, etc are useful tools to enhance teaching and learning of business education: It increase learning effectiveness, encourages the willingness to learn by the students, it also makes teaching-learning activities stress free by complementing the face-to-face content knowledge delivery in the processes of learning.

However, this study has revealed a low extent of utilization of online platforms for e-learning. Therefore, business education programmes has to be strengthened to meet the current trend and the need for technological development in the business world; online platforms must be considered, approved, provided for and utilized at all levels of business education programmes in universities in south-south, Nigeria. Though, the problem of utilization of online platforms for e-learning is not only felt by lack of knowledge, training or motivation (to utilize new technologies in the processes of content knowledge delivery on the part of lecturers). But it is felt in the forms of unpaid salaries, grants, allowances for training and development. Therefore, students bear the burden of lack of adequate infrastructures and utilization of same for learning. The resultant effects are seen on students' academic achievements (most especially inconsistencies in the use of online technologies in future workplace by students).

Recommendations

Based on the result of the findings, the researcher recommends the following:

Social media platforms should be utilized for e-learning by business education postgraduate students in universities in south-south, Nigeria.

Business educators or lecturers should be trained and encouraged to utilize video and audio conferencing platforms to deliver teaching and learning activities. This would enable students to get familiar with these applications.

The researcher also recommends that universities and other higher institutions of learning in south-south, Nigeria should adopt utilization of learning management system (LMS) for teaching and learning activities at the postgraduate level.

Policy makers, curriculum planners, National University Commission (NUC), National Board of Technical Education (NBTE) and proprietors of private universities in south-south, Nigeria should make adequate provisions for the utilization of online platforms for teaching and learning activities.

References

- Ajadi, T.O., Salawu, I.O. & Adeoye, F.A. (2008). E-learning and distance education in Nigeria. *Turkish Online Journal of Educational Technology*, 7(4), 1-7.
- Alexander, S. (2016). *Using social media to build professional skills*. Retrieved on 24th September, 2016 from <http://hbr.org/2016/08/using-social-media-to-build-professional-skills>
- Alonso, D.L. & Blazequez, E.F. (2009). Are the functions of teachers on e-learning and face-to-face learning environments really different? *Technology & Society*, 12(40), 331-343.
- Blaschke, L.M. (2012). Heutagogy and lifelong learning: A review of heutagogical practice and self-determine learning. *The International Review of Research in Open and Distance Learning (IRRODL)*, 13(1), 32-35.



- Borgatti, S. (2015). *Analyzing social network*. <http://www.SteveBorgatti.com> Retrieved on 9th September, 2016.
- Borja, R. R. (2005). "Blogs" catching on as tool for instruction: Teachers use interactive web pages to home writing skill. <https://www.edweek.org> Retrieved on 12th October, 2016.
- Bupo, G.O. (2015). Business education students' utilization of e-learning in Anambra State tertiary institutions. *International Journal of Scientific Research and Innovative Technology*, 2(4), 16-25.
- Bupo, G.O. (2015b). The use of technology in teaching software application courses and its impact on secretarial education students' performance. *ABEN Conference Proceedings*, 2(1), 330-337.
- Burke, E. (2010). Utilization of digital technology in education: *professional practice*. <https://en.m.wikipedia.org/wiki>. Retrieved on 7th October, 2016
- Business Dictionary (2016). Online business dictionary. <Http://www.businessdictionaryonline> Retrieved on 14th October, 2016.
- Dabalem, I. & Oni, A. (2008). Institutional transfer and breakdown in a new nation. *The Nigerian Military Administrative Science Quarterly*, 16(4), 387-405.
- Ibukun, A.J. (2009). *The essentials of learning*. Calabar: ETI-NWA Associates.
- Igbineweka, V.O. & Mani, A. (2014). Teaching and research functions in Nigerian universities: How many lecturers use the internet? *Journal of Educational and Social Research*, 4(3), 174. MCSER Publishing, Rome - Italy.
- Iwu, P.C. (2016). Integrating new technologies for improving the business education course in tertiary institutions in Imo State. *Nigerian Journal of Business Education*, 2(1), 91-98.
- Johnson, L., Levine, A. & Smith, R. (2009). *The horizon report*. Austin Texas: The media consortium. th
- Kardo, J.M. (2015). Reaching all through open distance learning in Tanzania. *International Journal of Africa and Asian Studies. An International Peer-Review Journal*, 1(7), 24-32.
- Malik & Ekpekin-Ekanem (2011). *Power and class in Africa: an introduction to change and conflict in African politics*, Engle Cliffs, Prentice Hall Inc: New Jersey.
- Merriam-Webster (2016). Online dictionary for English word, definitions, meanings and pronunciations. <https://www.merriam-webster.com>. Retrieved on 21st October, 2-016.
- Miller, O., Nwaekete, J.O. & Akiti, N. (2016). Business education students' assessment of utilization of e-learning software facilities for skills acquisition in Colleges of Education. *Nigerian Journal of Business Education*, 2(1), 71-82.
- National Policy on Education (2016). *Nigerian educational research and development council (NERDC)*. Retrieved from <https://www.nigerianfinder.com/national-policy-on-education-in-Nigeria> on 2nd May, 2016.
- Nwankwo, O.C. (2013). *A practical guide to research writing (5th edition)*. Port Harcourt: University of Port Harcourt Press Ltd, Port Harcourt.
- Odubela, S. (2012). Effective coverage of subject syllabus before examination: a prerequisite for students' better performance. *Nations Newspaper*, 12th October, 2012.
- Okoli, B.E. & Wagbara, S.O. (2016). Use of new technologies in the instructional delivery of business education: the perception of business education in tertiary institutions in Rivers State. *Nigerian Journal of Business Education*, 2(1), 99-110.
- Okoli, B.E. & Idele, E.F. (2015). Impact of social media education students in Ebonyi State, Nigeria. *Journal of Business Education*, 2(2), 189-196.



- Olga, P. (2015). LMS Vs. SNS: Can social networking sites act as a learning management systems? *American International Journal of Contemporary Research*, 4(5), 90-97.
- Otuka, J.O.E. (2010). Towards utilization of e-learning in preparing business education students. *th*
- Rogers, E.M. (2003). *Diffusion of innovations (5th edition)*. New York: Free Press.
- M. (2016). *Techtarget's IT encyclopedia and learning centre. th*
- Sclater, N. (2010). E-learning in the cloud. *International Journal of Virtual and Personal Learning Environment*, 1(1), 10-19.
- Ukwuoma, G.N. (2010). Factors affecting use of information communication technology in teaching and learning business education in Imo State tertiary institutions. *Unpublished M.Ed. Thesis*, Department of Vocational Teachers Education, University of Nigeria, Nsukka.
- Umoru, T.A. & Nnaji, F.O. (2015). Utilization of new technologies in the preparation of business education students for self-reliance. *ABEN Conference Proceedings*, 2(2), 191-200.
- Vim-Mba, F.I. (2015). Business education utilization of multi-media and hyper-media technologies in tertiary business education classroom in Anambra State. *ABEN Conference Proceedings*, 2(1), 183-190.
- Wikipedia (2016). *Virtualization*. Retrieved on 26th January, 2016 from <https://www.wikipedia.org/wiki/virtualization>