

Perceived Influence of the Use of E-Learning Technologies in Teaching Business Education Courses in Public Universities in South-South, Nigeria

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ABSTRACT: *The study was carried out to determine perceived influence of the use of e-learning technologies in teaching and learning of Business Education courses in Public Universities in South-South, Nigeria. The study was guided by two research questions and two null hypotheses. The study adopted descriptive survey research design. The population of the study is two hundred and thirty two (232) Business Educators in public universities in South-South, Nigeria. The entire population of 232 Business Educators was studied. Structured questionnaire containing 45 item entitled “Perceived influence of the use of e-learning technologies in teaching of Business Education courses” were used for data collection. The instrument was validated by three (3) experts. The Cronbach Alpha Reliability coefficient was 0.97 and 0.91. Two hundred and thirty two (232) copies of instrument were distributed, 225 were successfully retrieved from business educators. Mean (X) and Standard Deviation (SD) were used in analyzing the research questions. The null hypotheses were tested at 0.05 level of significance using t-test statistical tool. The findings showed that digital library and Google search engine have positive influence in teaching and learning of Business Education in Public Universities in South-South, Nigeria. The hypotheses tested showed that there is no significant difference in the mean ratings of business educators in Federal and State University on perceived influence of the use of digital library in teaching of Business Education in public universities and there is no significant difference in the mean ratings of the business educators in perceived influence of the use of Google search engine in teaching of business education in the public universities in the South-South geo-political zone of Nigeria based on school ownership (federal/ state). Based on the findings of the study, it was concluded that, the use of digital camera, digital library, video conferencing and Google search engine are believed to have influence in teaching and learning of Business Education courses in public universities in South-South, Nigeria. The study recommended among others that management of public universities in South-South zone of Nigeria should endeavour to adequately provide e-learning technologies identified in order to sustain e-learning in teaching and learning of business education courses. The educational implication is that the e-learning technologies for teaching and learning of Business Education courses influence teaching and learning of Business Education courses. Training and re-training of lecturers in the utilization of e-learning technologies should be adopted, because it will improve lecturers’ skills in business education courses and also help students to learn better and faster in the classroom.*

KEYWORD: e-learning technologies, teaching, business education

INTRODUCTION

In the past decades, the development of new information technologies brought significant changes to all areas of society. Accordingly, the rhythm of contemporary life and the process of interaction with the outside world have been accelerated. The use of the Internet, for instance, has allowed the creation and development of remote employment for people, providing them with access to information and educational resources throughout the world. These changes have inevitably affected education in various degrees, as evidenced by the increasing frequent use by teachers and students, the internet resources, internet services, various online educational programmes and installed applications, and other forms of e-learning technologies. Almaz (2020), noted that with e-learning technologies, there is a shift from the traditional approach of teacher-directed didactic to e-learning methods where computer technology plays a significant role, thereby improving the quality, efficiency, and effectiveness of teaching, learning, research, and educational management.

E-learning is the provision of the contents of education (electronic learning) with the aid of media-assisted computer, and its network to the receiver in a way that provides the chance of contact with peers (Enaam, 2019). E-learning is defined as the delivery of information electronically with the increased value of maintaining quality and standard, throughout the process without hindrances to particular locations or zones (Fiokedi, 2019). Iyamu and Chiedi (2020), noted that electronic learning technologies are becoming increasingly popular in tertiary institutions, especially universities as they are used for teaching, managing courses, providing simulations, enriching existing courses, programming, and problem-solving. The catalyst for growth in e-learning is its suitability for simulation and experiential learning through the internet and computer applications. According to Owate, Afolabi, an Akanwa (2017), the application of e-learning facilities in tertiary institutions in South-South Nigeria has come up as relevant materials are produced in the 21st century to help in the delivery of some tasks by educators. They further stated that the new technology was produced and applied in most of the western world, but currently, e-learning facilities are used in developing countries too. Ezema (2019), noted that e-learning is the application of modern technologies to improve skills and knowledge. E-learning allows students to be in charge of the pace of study, sequence of learning, content, time, and access management of materials. E-learning creates adaptive learning, which makes learning by students highly individualised, resulting in improved learning interactions with other learners, which is called collaborative learning. In this case, teachers are no longer serving as distributors of knowledge content but just facilitators of learning and competency assessors. Ojeaga and Igbinedion (2018), noted that advancements in information technology in the 21st century have made e-learning an invaluable technology for teaching, learning, and research in Business Education.

Similarly, Business Education is a skill-based programme that trains students for office careers or occupations for entrepreneurship or as distributors of goods and services, or as users of information (Okolocha & Nwadiani, 2015). It equips students with knowledge and skills to find jobs after graduation from formal education or to become self-employed (Ogben & Amahi,

Publication of the European Centre for Research Training and Development-UK (2018). Course Options in the Business Education programme are Accounting, Office Technology and Management (OTM), Entrepreneurship, Marketing/Distributive Education. These courses enable the programme to produce competent business education graduates ready to fit into highly competitive labour markets. According to Ile (2018), to ensure optimum teaching and learning of contents under the best conditions, Business Education departments are expected to be adequately and sufficiently provided with the requisite e-learning technologies.

On the hand, teaching and learning are transformational activities that involve two major variables: students and teachers (Iyamu & Chiedu, 2020). In the teaching-learning process, emphasis is placed on students and their increasing potentials to contribute to the educational experience. According to Carlson and Gadio (2020), the student is a learner in a school or teaching environment who sits, listens, and asks questions, while the teachers are those whose responsibilities are to build the nation through the transfer of knowledge and skills acquired through education and training to the learners. The knowledge the teachers have on E-learning technologies equips them to realise the lofty responsibilities given to them, especially in this technological age. If teaching does not result in learning, it is effort in futility. It is important to note that without sound capacity building, the financial resources spent on building infrastructure will be a wasteful effort, and business education curriculum objectives will not be attained. This is why NBTE (2004) allotted 75% of the credit hour to practical exercise, which implies that teachers are expected to have adequate knowledge of these facilities and will make the use of technology by both teachers and students in business education a serious matter.

Therefore, the teaching and learning of business education courses require the use of e-learning technologies for the inculcation of skills, especially to keep pace with changes already experienced globally in the way both office work and business activities are carried out. E-learning technology helps promote opportunities for knowledge sharing throughout the world. These can help educators and students have up-to-date information, which is necessary for effective teaching and learning of business courses, (Amoor & Udoh, 2018) noted that with the invention of e-learning technology, teachers and students would secured skillful benefits, and their level of knowledge on the use of these facilities has also improved. Many students can secure jobs due to the skillful experiences they acquired, which will give room for business education graduates to establish private businesses after graduation. The e-learning platforms necessary for teaching and learning in business education courses include digital camera, digital library, Video Conferencing and Google Classroom (E-How, 2012).

A digital library is an online library, an internet library, a digital repository, or a digital collection. It is an online database of digital objects that can include text, still images, audio, video, digital documents, or other digital media formats. A digital library is the opposite of the conventional libraries seen in most Nigerian tertiary institutions (E-How, 2012). Unlike conventional libraries, digital libraries are not dependent on the availability of space to preserve books and other reference articles. In the 21st century, many schools are opting for digital libraries that can store any e-learning materials like eBooks, slides, and projects, among others. These libraries can be assessed by the business educator when the need arises. Hemlata and

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Salve (2013) opined that the use of digital libraries are much needed, especially if active learning styles become commonplace. The benefits of digital libraries include storing resources in digital format, which allows online access to students at numerous locations at anytime and anywhere; it can be at home, in the library, in the class, or in laboratories, to mention a few. Kulkarni (2014) stated that digital libraries provide various search techniques to access the digitised resources.

Furthermore, Google Search Engine is another e-learning platform for teaching and learning about business education. Google is the most widely used search engine service. Google search is one of the facilities available on search engines to find the information needed. In this case, all information related to the source of the information is unknown, so it uses search engines. Search engines accommodate a database of sites from all over the world that numbers billions of web pages. Adewumi and Mulkah (2019) noted that many search engine applications offered by certain sites on the internet are popular, including Google, Yahoo, Altavista, and other sites. Google search engines have offered various facilities so that business teachers can get a wider source of information for teaching their courses. According to Widodo in Adewumi and Mukah (2019), the usefulness of Google applications in the teaching and learning of business education courses is that they make learning positive and provide great advancement in the learning of business education courses. Also, Heggart and Voo in Adewumi and Mulkah (2019) posited that the use of Google Application Courses enhances collaboration, ease of access, pace, etc. Google's application for education is a technological tool built on web 2.0 ideologies, predominantly for teaching, collaborations, social contact, mentoring, and idea sharing. Rabb et al. (2018), who noted that the application has been used as e-learning and research studies indicate the application helps students to learn electronically and that teachers spent more time with students than with papers. Previous studies conducted by Henukh et al. (2020) revealed that Google search engine enhances ongoing learning on the basis that the students and the teacher can be sited in various geographical contexts. Azhar & Iqbal, (2018), noted that Google Classroom launched less than a decade ago has been one of the compelling ways in which technology is impacting teaching and learning in the world nowadays.

Public universities are universities established and managed by the government. Ajisafe, Bolarinwa, and Edeh (2015) stated that public universities refer to those institutions in which the government has centralised control, standardised attendance and admissions, set curriculum and programmes, mandatory teacher certification, and the goal of standardised school outcomes in the interest of equity. Public universities are those schools that are owned, managed, controlled, financed, and supervised by the Federal and State governments through the ministry of education. In public universities, the government provides permanent financial support as well as supervision and inspection. In these institutions, Business Education as a discipline is taught. Ownership of the universities may influence the activities of business educators, especially the use of e-learning technologies in the teaching and learning of business Education courses (Adewumi & Mukah (2019). The study, therefore investigated the perceived influence of the use of e-learning technologies on the teaching and learning of Business Education courses in public tertiary institutions in South-South Nigeria.

Statement of the Problem

In this age of Information and Communication Technology (ICT), there is growing concern for the use of ICT resources such as the computer, scanner, printer, Intranet, Internet, e-mail, videophone systems, teleconferencing devices, wireless application protocols (WAP), radio and television and satellites, multimedia computers, and multimedia projectors, among others, in instructional delivery methods. ICT has revolutionised the nature and manner of instructional preparation and delivery in education generally, and Business Education programmes in particular. The programme, which is the medium through which business education hopes to achieve its objectives, is prone to changes linked to innovations in technologies, especially those used in modern offices and schools. The World Council for Curriculum and Instruction (WCCI) in Obunadike (2019) stated that for teachers to implement the curriculum and also to achieve the goals of education in this digital era, there is a need for the application of efficient delivery methods through e-learning so that useful citizens that are competent and globally relevant can be produced. E-learning is currently one of the most efficient curriculum delivery methods. Peter (2021) opined that if teachers of Business Education courses are to enhance students' skills in the courses, they must look for an alternative method of teaching by using e-learning facilities in the delivery method. He went further to say that e-learning technologies are important in teaching due to the fact that they enhance teachers efficiency and effectiveness. They also assist students to learn better and faster by improving their scope of learning and adding to learning facilities, which have great influence on learners and teachers. However, empirical evidence that determines how this e-learning technologies influenced the teaching and learning in Business Education was yet to be ascertained. Thus, the need to determine the perceived influence of e-learning technologies in the teaching and learning of Business Education Courses in Public Universities in South-South Nigeria.

Purpose of the Study

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

1. The perceived influence of the use of digital library in teaching Business Education courses in public universities in South-South, Nigeria.
2. The perceived influence of the use of Google search engine in teaching Business Education courses in public universities in South-South, Nigeria

Research Questions

The following research questions guided the study:

1. What is the perceived influence of the use of digital library in teaching of Business Education courses in public universities in south-south, Nigeria?
2. What is the perceived influence of the use of Google search engine in teaching of Business Education courses in public universities in South-South, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. There is no significant difference between business educators in Federal and State University in the mean ratings of the perceived influence of the use digital library in teaching of Business Education courses in public universities.

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2. There is no significant difference between business educators in Federal and State Universities in the mean ratings on the perceived influence of the use of Google search classroom in teaching Business Education courses in public universities in South-South, Nigeria?

METHODS

The study adopted descriptive survey research design. The area of the study is South-South, Nigeria. The population of the study is two hundred and thirty two (232) Business Educators in public universities in South-South, Nigeria. The entire population of 232 Business Educators was studied. The instrument for data collection is self structured questionnaire containing 45 item entitled "Perceived influence of the use of e-learning technologies in teaching of Business Education courses". The instrument was validated by three (3) experts. The Cronbach Alpha Reliability coefficient was 0.97. Two hundred and thirty two (232) copies of instrument were distributed, 225 copies were successfully retrieved from respondents and used for data analysis. Mean (X) and Standard Deviation (SD) were used in analyzing the research questions. The null hypotheses were tested at 0.05 level of significance using t-test statistical tool.

RESULTS

Research Question One: What is the perceived influence of the use of digital library in teaching of Business Education courses in public universities in South-South, Nigeria? Items 1-10 in Part one of the research instruments were used to collect data to answer this research question. The results are summarized in Table 1 below.

Table 1: Mean Responses on Perceived Influence of the use of Digital Library in Teaching of Business Education Courses

| S/N | Perceived Influence of the use of digital library on the Teaching | Mean | SD | RMKS |
|-----|--|-------------|-------------|----------|
| 1 | Forecasting latest information. | 3.66 | 0.50 | A |
| 2 | Saves of time of visiting library searching for relevant material. | 3.43 | 0.66 | A |
| 3 | Has the flexibility to store data for anytime any day. | 3.49 | 0.74 | A |
| 4 | Has expert accessibility to suitable information. | 3.39 | 0.78 | A |
| 5 | Has credible information to refer. | 3.52 | 0.63 | A |
| 6 | Constant need for accessing huge amount of information to the learner irrespective of location | 3.23 | 0.83 | A |
| 7 | Has reliable information for further evaluation of research work. | 2.82 | 0.90 | A |
| 8 | Can connect with extended expert of educational network | 2.62 | 0.88 | A |
| 9 | Allow business educators to access materials on demand | 2.67 | 1.06 | A |
| 10 | Preserve business educators knowledge for future use | 3.28 | 0.93 | A |
| | Grand Mean | 2.83 | 1.08 | A |

N=225

Results in the Table 1 show that all the questionnaire items (1-10) yielded mean scores above 2.50, indicating that business educators recorded a great influence of the use of digital library in teaching business education courses which include; forecasting latest information, saving time of visiting library searching for relevant material, flexibility to store data for anytime any day, accessibility to suitable information, it has credible information to refer, constant need for accessing huge amount of information to the learner irrespective of location, reliable

Publication of the European Centre for Research Training and Development-UK information for further evaluation of research work, can connect with extended experts of educational network, allowing business educators to access materials on demand and preserve knowledge of the future generation. The standard deviations for all the items are within the same range indicating that respondents were consistent in their mean ratings

Research Question Two: What is the perceived influence of the use of Google Search engine in teaching of Business Education courses in public universities in South-South, Nigeria?

Items 11-20 in section B of the research questions were used to collect data to answer this research question. The results are summarized as in Table 2 below.

Table 2: Mean Responses on Perceived Influence of the use of Google Classroom on effective teaching of Business Education courses

| S/N | Perceived Influence of the use of Google classroom on teaching | Mean | SD | Rmks |
|-----|---|-------------|-------------|------|
| 11. | It enables teachers create a collaborative group assignment. | 3.39 | 0.72 | A |
| 12. | Teachers can send feedback to each student on assignment. | 3.27 | 0.71 | A |
| 13. | It provides a central location for teachers to communicate with students | 3.36 | 0.75 | A |
| 14. | It enables teachers to send emails | 3.32 | 0.67 | A |
| 15. | It enables teachers to send private comments on assignment and receive feedback on assignment | 3.35 | 0.74 | A |
| 16. | It makes it easy to customize assignments for individual students | 3.45 | 0.70 | A |
| 17. | Google provides excellent resources for teachers to become effective researchers. | 3.41 | 0.75 | A |
| 18. | Teachers have full control over students' comments. | 3.30 | 0.78 | A |
| 19. | Teachers can facilitate online discussions between students. | 3.14 | 0.87 | A |
| 20. | Create group projects within the classroom | 3.28 | 0.79 | A |
| | Grand Mean | 2.85 | 0.97 | A |

N=225

The results in Table 2 show that all the questionnaire items (11-20) yielded mean scores above 2.50, indicating that business educators' agreed that the perceived influence of the use of Google search in teaching of Business Education courses include: enabling teachers to create a collaborative group assignment; teachers can send feedback to each student on assignment; providing, central location for teachers to communicate with students, enabling teachers to send emails, enabling teachers to send private comments on assignment and receive feedback on assignment, making it easy to customize assignments for individual students, Google provides excellent resources for teachers to become effective researchers; enabling teachers have full control over students' comments, enabling teachers facilitate online discussions between students and it create group projects within the classroom. The standard deviations for all the items are within the same range indicating that respondents are homogenous in their mean ratings.

HO₁: There is no significant difference in the mean ratings of business educators in Federal and State University on perceived influence of the use of digital library in teaching of Business Education in public universities.

Data collected on the perceived influence of the use of digital library in teaching of Business Education Courses were separated across school ownership and subjected to a t-test of

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 difference between means of independent samples. Summary of the data analysis is presented
 on Table 3.

Table 3: Independent t-test of Mean Ratings of Responses of Federal and State Respondents on the perceived influence of the use Digital Library in Teaching of Business Education Courses in Public Universities.

| Item | School | N | Mea | SD | Df | Alph | t-cal | P-value | Decision |
|------|-----------------------|----|------|-----|-----------|-------------|-------------|--------------|------------------------|
| | Owners hip | | | | | | | | |
| 11 | Federal | 10 | 3.69 | 0.5 | 22 | 0.05 | 0.74 | .461 | Not significant |
| | State | 12 | 3.64 | 0.4 | | | | | |
| 12 | Federal | 10 | 3.49 | 0.8 | 22 | 0.05 | 1.23 | .219 | Not significant |
| | State | 12 | 3.37 | 0.4 | | | | | |
| 13 | Federal | 10 | 3.47 | 0.7 | 22 | 0.05 | 0.43 | .670 | Not significant |
| | State | 12 | 3.51 | 0.7 | | | | | |
| 14 | Federal | 10 | 3.43 | 0.8 | 22 | 0.05 | 0.63 | .532 | Not significant |
| | State | 12 | 3.36 | 0.6 | | | | | |
| 15 | Federal | 10 | 3.40 | 0.7 | 22 | 0.05 | 2.88 | .004 | Significant |
| | State | 12 | 3.65 | 0.5 | | | | | |
| 16 | Federal | 10 | 3.17 | 0.9 | 22 | 0.05 | 1.04 | .299 | Not significant |
| | State | 12 | 3.30 | 0.6 | | | | | |
| 17 | Federal | 10 | 2.84 | 0.9 | 22 | 0.05 | 0.33 | .743 | Not significant |
| | State | 12 | 2.80 | 0.8 | | | | | |
| 18 | Federal | 10 | 2.68 | 0.9 | 22 | 0.05 | 1.04 | .298 | Not significant |
| | State | 12 | 2.56 | 0.8 | | | | | |
| 19 | Federal | 10 | 2.73 | 1.0 | 22 | 0.05 | 0.80 | .427 | Not significant |
| | State | 12 | 2.61 | 1.1 | | | | | |
| 20 | Federal | 10 | 3.14 | 1.0 | 22 | 0.05 | 2.34 | .021 | Significant |
| | State | 12 | 3.43 | 0.7 | | | | | |
| | Grand Mean | | | | 22 | 0.05 | 1.15 | 0.367 | Not significant |

Note: Level of Sig. = 0.05;

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Summary of the result of the t-test analyses presented in Table 3 indicates significant difference for federal and state-owned universities in items 15 and 20 only with P-value of .004 and .021 which are less than 0.05. The other eight items had their P- values ranging from 0.280 to 0.743 which are greater than 0.05 indicating non-significant difference between federal and state-owned universities respondents on perceived influence of digital library in teaching of Business Education in Public Universities based on school ownership. The grand total of P-values is 0.367 which is greater than 0.05. This implies that there is no significant difference in the mean ratings of perceived influence of digital library in teaching of Business Education in Public Universities based on school ownership (Federal / State).

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

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

Table 4: t-test of difference in the mean ratings of responses of Federal and State-owned universities Business Educators on the Perceived Influence of the use of Google Search Engine in teaching of Business Education courses

| Items | School Ownership | N | Mean | SD | Df | Alpha | t-Cal | P-value | Decision |
|-------------------|------------------|-----|------|------|------------|-------------|-------------|-------------|------------------------|
| 36 | Federal | 103 | 3.25 | 0.85 | 223 | 0.05 | 2.74 | .007 | Significant |
| | State | 122 | 3.54 | 0.59 | | | | | |
| 37 | Federal | 103 | 3.36 | 0.80 | 223 | 0.05 | 1.76 | .080 | Not Significant |
| | State | 122 | 3.19 | 0.62 | | | | | |
| 38 | Federal | 103 | 3.27 | 0.88 | 223 | 0.05 | 1.73 | .086 | Not Significant |
| | State | 122 | 3.45 | 0.63 | | | | | |
| 39 | Federal | 103 | 3.33 | 0.75 | 223 | 0.05 | 0.20 | .839 | Not Significant |
| | State | 122 | 3.31 | 0.60 | | | | | |
| 40 | Federal | 103 | 3.33 | 0.90 | 223 | 0.05 | 0.38 | .707 | Not Significant |
| | State | 122 | 3.37 | 0.58 | | | | | |
| 41 | Federal | 103 | 3.35 | 0.86 | 223 | 0.05 | 1.37 | .174 | Not Significant |
| | State | 122 | 3.48 | 0.55 | | | | | |
| 42 | Federal | 103 | 3.44 | 0.84 | 223 | 0.05 | 0.67 | .504 | Not Significant |
| | State | 122 | 3.37 | 0.66 | | | | | |
| 43 | Federal | 103 | 3.20 | 0.90 | 223 | 0.05 | 1.85 | .067 | Not Significant |
| | State | 122 | 3.40 | 0.66 | | | | | |
| 44 | Federal | 103 | 2.99 | 1.08 | 223 | 0.05 | 2.42 | .017 | Significant |
| | State | 122 | 3.29 | 0.67 | | | | | |
| 45 | Federal | 103 | 3.17 | 0.88 | 223 | 0.05 | 2.20 | .029 | Significant |
| | State | 122 | 3.40 | 0.71 | | | | | |
| Grand Mean | | | | | 223 | 0.05 | 1.53 | 0.33 | Not Significant |

The result of the t-test analyses presented in Table 4 above revealed that there is no significant difference in the mean ratings of the business educators on the perceived influence of the use of Google search engine in teaching of business education in the public universities in the South-South geo-political zone of Nigeria based on school ownership (federal/ state). This is because the data in Table 4 show a P-value of 0.33 greater than 0.05. So, the null hypotheses which states that there is no significant difference in the mean ratings of the business educators in perceived influence of the use of Google search engine in teaching of business education in the public universities in the South-South geo-political zone of Nigeria based on school ownership (federal/ state) is retained

DISCUSSION

The findings of this study with respect to the first research question identified the influences of the use of digital libraries in teaching of Business Education courses, and the business educators agreed that the use of digital libraries have an influence in teaching of Business Education courses. This is because digital libraries help business educators to forecast the latest information, it saves time of visiting libraries searching for relevant material, it gives lecturers the flexibility to store data for anytime any day, it enhances expert accessibility to suitable information which brings credible information to refer to, there is a constant need to access a huge amount of information to the learner irrespective of location, it provides reliable information for further evaluation of research work, it can connect with extended experts in the educational network, it enables business educators to access materials on demand, and it preserves knowledge for the future generation.

The researcher feels that the result is so because the use of digital libraries have recorded a significant number of benefits, such as bringing information to users, providing enhanced searching, collaboration, and sharing, and drastically reducing the issue of the digital divide. Digital libraries have changed the way humans interact with information. As long as there is an internet connection available and the user has an appropriate access device, the requested information can be accessed from anywhere at any time.

The hypothesis tested showed that there was no significant difference in the mean ratings of perceived influence of the use of digital library in teaching of Business Education in Public Universities based on school ownership (Federal / State). The findings agree with Hemlata and Salve (2013), who opined that the use of digital libraries are much needed, especially if active learning styles become commonplace. The benefits of digital libraries include storing resources in digital format, which allows online access to students at numerous locations at anytime and anywhere; it can be at home, in the library, in the class, or in laboratories, to mention a few. In consonance with the finding, Kulkarni (2014), stated that digital libraries provide various search techniques to access the digitised resources.

Based on the data analysed on the influence of the use of Google search engine in teaching business education courses in public universities in south-south Nigeria, the responses of the respondents agreed that the use of Google Search Engine enhance teaching and learning of

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business education courses in public universities. This is so because Google search enables teachers to create a collaborative group assignment, send feedback to each student on assignment, it provides a central location for teachers to communicate with students; it enables teachers to send emails, it enables teachers to send private comments on assignment and receive feedback on assignment, it makes it easy to customise assignments for individual students, Google provides excellent resources for teachers to become effective researchers; teachers have full control over students' comments, teachers can facilitate online discussions between students and create group projects within the classroom. This finding is in line with Rabb et al. (2018), who noted that the application has been used as e-learning and research studies indicate the application helps students to learn electronically and that teachers spent more time with students than with papers. Previous studies conducted by Henukh et al. (2020) revealed that Google search engine enhances ongoing learning on the basis that the students and the teacher can be sited in various geographical contexts. Azhar & Iqbal, (2018), noted that Google Classroom launched less than a decade ago has been one of the compelling ways in which technology is impacting teaching and learning in the world nowadays.

The researcher feels that the result is so because the world is technologically becoming more advanced; sometimes it is referred to as a global village. E-learning as a matter of fact is fast becoming more popular in business education instructional delivery; its usage in Nigeria for teaching and learning in business education programme needs to be emphasised in line with what is obtained in other parts of the world where e-learning technologies are used in their educational system.

The hypothesis tested showed that there was no significant difference in the mean ratings of the business educators on the perceived influence of Google search engine in teaching of business education in the public universities in the South-South geo-political zone of Nigeria, based on school ownership (federal/ state). This finding is supported by Adeogun (2020), who noted that tertiary institutions teachers who use relevant technological resources perform better than during instructional delivery to the students. Similarly, the findings agrees with the work of Yaratan and Caner (2013), who indicated that there is no significant difference between lecturers' in federal and state institutions on the perceived influence of Google search engine in teaching of business education in the public universities.

CONCLUSION

Based on the findings of the study, it was concluded that the perceived influence of the use of digital library, and Google search engine are believed to have influence on teaching and learning of Business Education courses in public universities in South-South, Nigeria. On the findings based on hypotheses tested, it was concluded that there is no significant difference in the mean ratings of perceived influence of digital library on the teaching of Business Education in Public Universities based on school ownership (Federal / State). There is no significant difference in the mean ratings of the business educators on the perceived influence of Google search engine on the teaching of business education in the public universities based on school ownership (federal/ state).

Recommendations

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

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

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