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Assessing Readiness for Integration of Electronic Learning into Business Education Programmes in Tertiary Institutions in Ebonyi State

Nwagwu, Lazarus
Department of Business Education, Ebonyi State University, Bakaliki. Ebonyi State, Nigeria

Azih, Nonye (Ph.D)
Department of Business Education, Ebonyi State University, Abakaliki. Ebonyi State, Nigeria

Abstract
The study was conducted to assess readiness for integration of electronic learning into business education programmes in tertiary institutions in Ebonyi State. Two research questions and two hypotheses guided the study. The population was 37 business education lecturers and 748 Business Education Students in tertiary institutions that offer Business Education programmes. All the business education lecturers and 486 Business Education students were used. This gave a sample size of 523. The instrument for data collection was a questionnaire. The reliability of the instrument was done using Cronbach alpha reliability computation. An overall reliability co-efficient index of 0.98 was obtained. A total of 524 copies of the instrument were administered to the respondents but 522 were correctly filled and returned. Mean, standard deviation and t-test statistical techniques were used to analyze the data collected and the hypotheses tested at 0.05 alpha level. Results from the data analyzed showed that most computer equipment needed for integration of e-learning are available in business education departments and Business Education lecturers possess skills necessary for integration of e-learning in their departments. The finding also revealed that there is significant difference in the use of computer resources in business education departments by students and lecturers and there is no significant difference on computer skills possessed by business education lecturers based on their gender. Based on the findings of the study, it was recommended, among others, that business education lecturers should be trained and retrained on emerging computer skills especially on the areas of uploading and securing data and government should upgrade computer resources in Business Education departments.
Keywords: Readiness, Electronic Learning, Business Education, and Computer

Introduction

Background of the study

Electronic media has permeated every aspect of life from entertainment to communication, education, business and governance. Nigerian government at various levels is embracing this change through making frantic efforts to improve the standard of education in the country using computers and other technologies. This effort is evident on government's emphasis that ICT shall be increasingly used and improved upon at all levels of the nation's educational system (FRN, 2004). In view of relevant technologies in improving quality of education, many educational programme can now be learnt electronically. It is imperative therefore that business education programmes embrace this positive wind. Unarguably, the integration of e-learning in business education will bring revolution in the delivery of Business Education programmes which can result to greater efficiency in service delivery.

E-learning is a word often used as a synonym to online learning; computer based learning (Eya, 2006). E-learning according to Akudolu (2002) involves the use of computer resources, internet enabled self learning packages, optical fiber, satellites, radio, technologies, interactive CDS, teleconferencing and all forms of technological hardware and software. E-learning is a subset of newer information and communication technology that integrates computer technology like internet and other information management systems into learning of new behaviours. Land and Meyer (2010) simply perceived e-learning as the utilization of internet or wireless technologies in delivering wide range of training solution to learner(s). Ree, Mackay, Martins, Conole and Davis (2008) saw e-learning as accessing learning from computer via the internet, intranet or any other information technology system. They noted that a wide set of applications and processes such as CD-Rom, Web Based learning, satellite Broadcast, computer based learning, virtual classrooms and digital collaborations, instructional content delivery via the internet, intranet, Extranet, Audio and video tapes, interactive TV, etc are the main used in e-learning.

Olaniyi, Eklundi, Kay and Lynch (2003) explained that electronic learning is an aspect of flexible learning that comprises of wide range of computer applications and processes that uses all available electronic media in delivering education and instruction. They agreed that e-learning provides its beneficiaries with a personalized and flexible pattern of learning.

E- Learning with its internet facilities provides both teachers and learners with opportunities of accessing learning materials from across borders. These materials provided to the learner on e-learning platform enhance the learners' creativity and researching abilities. Learners under e-learning can easily connect with other learners in the same field across the globe thereby enhancing knowledge sharing among the learners. Teachers are not isolated from the impact of e-learning as they can connect to their colleague's worldwide. These teachers can share their materials and teaching experience with their colleagues from different parts of the world. With the aid of e-learning facilities in business education, learners and teachers from different background are provided with opportunity to interact directly worldwide.

Nwosu (2006) described business education as part of general education which provides vocational, personal, consumer and socio-economic competencies in business needed for effective participation in our society. He noted that business education is pervasive, universal, indispensable and desirable. . Ojeaga and Igbinedion (2012) explained that business education seeks to prepare its recipients for roles in business environment; such role can be as employee, employers, entrepreneurs that are geared towards making the individual to live a better quality life and contribute to societal development. Particularly, the target of business education is to prepare individuals who would be armed with necessary skills and knowledge they require in securing employment by establishing small scale business or being gainfully employed in teaching or any business office thereby contributing meaningfully to economic development.

Hanley (1995) noted that traditional system of education is falling short of providing these skills to the learners. It is therefore, inferred that business education is not adequately equipping the learners with the expected skills due to inadequate machines and other important equipment in the current traditional classroom. One of the challenges confronting the achievement of the goals of business education is how to effectively structure the learning environment under the traditional classroom methods of teaching and learning. This has posed major problem to both the educator and learners in the programme as information and communication technologies has evolved all educational activities in this modern society (Ojeaga and Igbinedion, 2012). Business education cannot be exempted from this paradigm shift from conventional approach of teacher-chalkboard centered learning to modern methods of using ICTs. Teachers who are the implementers of business education curriculum are expected to posses relevant competencies for effective teaching of their students in electronic platform.

The success of e-learning in business education programmes depends on the availability of teachers with computer knowledge and skills. Carlson and Gadio (2003), reiterated that teachers' ability to use technology provided to the school is very essential for effective utilization of technology in education. The availability, competence and attitudes of business education teachers towards using modern technologies in instructional planning and delivery affect the successful integration of e-learning into traditional classroom. To effectively integrate e-learning in Business education programmes, teachers need to be adequately equipped with relevant skills and competences required for lesson delivery and evaluation. E-learning demands teachers to properly select the content and methodology via electronic media in order to accommodate individual differences. But this could not be achieved if computer literate business education teachers are not available.

According to Wentling, Waight, Gallaher, Fluer, Wang and Kanfer (2000), trainers in e-learning platform are expected to possess some technical skills for effective use of computer resources. Some of the technical skills they identified include: computer Platform skills, communication skills using computer terminals, authoring skills, html and web-research competencies. They explained that computer skills are imperative for effective implementation of e-learning. They declared that computer skills cannot go unmentioned in the implementation of e-learning programmes as both the teachers and learners are expected to have basic computer knowledge and also use them effectively. In support of Wentling et al, Johnson, Palma-Rivas, Suriya and Downey (1999) reiterated that teachers using technologies should have knowledge of power point presentation, word processing and web browsers. According to Eastmond (1995), lack of knowledge of technologies used in e-learning can make such technologies to become barriers to teaching and learning.

Statement of the problem

Business offices are now embracing the new trend in information and communication Technology as a new tool for improved business activities without a corresponding change in the teaching and learning of courses in Business Education programmes. Despite the clamour for use of electronic devices in modern offices, Business Education programmes in tertiary institutions in Ebonyi State seem not to be equipping their recipients with the necessary skills needed to function effectively in these offices. This shortfall may be occasioned by inability of the lecturers to use technologies in preparing, delivery and management of their instructions. Though there may be available equipment but it is disheartening that most of these resources are either not in use or under used. Consequently, graduates of business education are reportedly lacking basic competencies needed in modern offices. Basic competencies they could have acquired in electronic learning seem to have eluded them because of lack of/or poor exposure to these technologies in the cause of their training. This competency impoverishment of

the students has contributed to their poor performance in modern offices vis-à-vis their been unfit in modern business environment. In light of the above, this study investigated computer competencies for e-learning possessed and used by business education lecturers in tertiary institutions in Ebonyi State.

Purpose of the study

The main purpose of this study is to investigate the computer competencies possessed and used by business education lecturers in tertiary institutions in Ebonyi state. Specifically, the study sought to:

1. Investigate computer competencies possessed by Business Education teachers in tertiaryinstitutions in Ebonyi State.
2. Ascertain the uses of computer resources in Business Education Departments in tertiary institutions in Ebonyi State.

Research questions

The following research questions guided the study.

1. What are the computer competencies possessed by Business Education teachers in tertiary institutions in Ebonyi State.
2. What are the uses of computer resources in Business Education Departments in tertiary institutions in Ebonyi State.

Hypotheses

The following null hypotheses were formulated for the study and were tested at 0.05 level of significance.

H01 There is no statistical significant difference in the mean rating of male and female lecturers from tertiary institutions in Ebonyi State on the computer skills possessed by Business education lecturers

H02 There is statistical significant difference in the mean rating of lecturers and students on the uses of computer resources in Business Education Departments in tertiary institutions in Ebonyi State.

Methodology

The study used a descriptive survey design. The population of the study comprise of 748 students and 37 business educators from the three tertiary institutions. The institutions are Ebonyi State University, Abakaliki, College of Education Ikwo and Federal Polytechnic, Uwana. Business Education is offered in Ebonyi State University and College of Education, Ikwo while Office Technology and Management Programme which is one of the options in business education is offered in Federal Polytechnic Uwana. All the lecturers were used while a sample of 486 students was sampled giving a total of 524 respondents. Two purposes of study, research questions and hypotheses guided the study. A structured questionnaire divided into two parts was used for data collection. Part A was on personal data of the respondents while part B contained a total of 39 items used in answering the two research questions. Section A of the instrument was restricted to lecturers as it assessed their computer competencies while section B was answered by both lecturers and students. A total of 523 copies of the questionnaire were distributed but 522 copies were correctly filled and returned. The mean and standard deviation were used to answer the research questions while the t-test was used to test the hypothesis at 0.05 level of significance.

Results

The findings of the study are presented below:

Research Question 1

What are the computer skills possessed by business education lecturers in tertiary institutions in Ebonyi state?

This research question was answered with data obtained from business education lecturers' responses on 30 computer skills needed for integration of e-learning as contained in section A of the questionnaire. Summary of the result obtained is shown in table 1 below.

Table 1: **Mean Rating on the Computer Skills Possessed by Business Education Lecturers in Tertiary Institutions in Ebonyi State.**

S/N	Computer skills		A	D	SD	$\bar{x}$	S.D	Decision
1	Identification of basic computer hard components	18	14	4	2	3.22	0.87	Possessed
2	Starting up a computer system	19	8	5	4	3.16	1.06	Possessed
3	Log on to a computer system	20	9	5	2	3.31	0.9	Possessed
4	Shut down a computer system	17	10	6	3	3.14	0.99	Possessed
5	Using mouse pointing device	12	9	8	7	2.72	1.14	Possessed
6	Using the keyboard	15	10	5	6	2.94	1.12	Possessed
7	Identifying icons on a computer system	13	12	7	4	2.97	1.01	Possessed
8	Using icons on a computer system	15	11	8	2	3.94	1.01	Possessed
9	create document of various types	10	12	8	6	2.72	1.06	Possessed
10	Save documents in a desired location	14	12	7	3	3.03	0.97	Possessed
11	Copy text in a computer system	12	10	8	6	2.77	1.10	Possessed
12	Paste text in a document or desired location	13	9	7	7	2.78	1.15	Possessed
13	Retrieve an existing document from a file	15	8	8	5	2.92	1.11	Possessed
14	Print a document	20	14	2	-	3.50	0.61	Possessed
15	Name a document	13	10	10	3	2.92	1.00	Possessed
16	Retrieve a document	14	10	8	4	2.94	1.04	Possessed
17	Delete a file	22	2	5	-	3.47	0.78	Possessed
18	Use Microsoft excel package	21	9	6	-	3.42	0.77	Possessed
19	Use power point package	21	98	5	2	3.33	0.93	Possessed
20	Use Microsoft excel package	15	13	6	2	3.14	0.90	Possessed
21	Discuss using electronic social media	10	8	11	7	2.58	1.11	Possessed
22	Download files from a web	14	10	7	5	2.92	1.08	Possessed
23	Use computer book-mark history	15	11	6	4	3.03	1.03	Possessed
24	Use search engine to search for information on web.	18	12	4	2	3.28	0.88	Possessed
25	Effectively download images from a web	17	6	2	2	2.56	1.09	Possessed
26	Save downloaded files in a removable disk	17	10	5	4	3.11	1.04	Possessed
27	Secure files with the use of security pins and passwords	10	9	10	8	2.64	1.14	Possessed
28	Transfer files by uploading	9	7	11	9	2.14	1.13	Not possessed
29	Copy files from removable disk to the computer	8	10	10	8	2.50	1.08	Possessed
30	Change security settings of a file or document	6	7	13	10	2.25	1.05	Not possessed
	Grand mean					2.96	0.92	Possessed

From the results in Table 1, Business Education lecturers do not possess the skills as contained in items 28 and 30 as they have mean values below 2.50 that is the cutoff point while they possess computer skills as contained in the rest of the items as the items obtained mean values of 2.50 and above. However, the grand mean of 2.96 which is above the cut off point of 2.50 indicates that Business Education lecturers posses computer skills needed in integrating e-learning into Business Education programmes in tertiary institutions in Ebonyi State.

Research Question 2

What are the uses of computer resources in Business Education Departments in tertiary institutions in Ebonyi State?

Data obtained from the 21 items on the uses of computer resources as contained in section D of the questionnaire administered to both lecturers and students from business education departments were used to answer the research question. The summary of the result obtained is shown in table 4.

Table 2: **Mean Response on the Uses of Computer Resources in Business Education Departments in Tertiary Institutions in Ebonyi State.**

S/N	Uses of Computer resources	SA	A	D	SD	$\bar{x}$	S.D	Decision
1	Teaching various	140	210	97	75	2.80	0.94	Agreed
2	Record keeping	225	287	7	3	3.41	0.55	Agreed
3	Typing presentation papers and other documents	290	232	-	-	3.56	0.49	Agreed
4	Lecture presentation through power point	33	66	227	196	1.88	0.86	Disagreed
5	Accessing materials from the internet	158	320	33	11	3.20	0.64	Agreed
6	Sending e-mails	161	312	37	12	3.19	0.66	Agreed
7	Receiving e-mails	241	276	5	-	3.45	0.52	Agreed
8	Sharing images from the scanner	122	135	140	125	2.49	1.09	Disagreed
9	Setting up Data Base	159	306	46	11	3.17	0.67	Agreed
10	Setting–up multimedia projector	79	106	200	137	2.24	0.63	Agreed
11	Testing teaching theories and models	32	47	250	193	1.84	0.82	Disagreed
12	Downloading materials in hyper media form	143	156	110	113	2.63	1.10	Agreed
13	Sharing of course wares and other materials	123	308	68	23	3.01	0.74	Agreed
14	Making posts in the electronic bulletin boards	96	296	99	31	2.88	0.77	Agreed
15	sharing of research materials	44	63	280	135	2.03	0.85	Disagreed
16	Haring electronic discussions	36	85	291	110	2.09	0.80	Disagreed
17	For matting documents	146	362	9	5	3.24	0.53	Agreed
18	Retrieving text and graphics from wed pages	132	137	155	98	2.58	1.06	Agreed
19	Uploading materials to the internet	113	128	150	131	2.43	1.09	Agreed
20	Submitting assignment	21	38	344	119	1.93	0.68	Disagreed
21	Using Microsoft excel to learn calculations	211	286	21	4	3.35	0.59	Agreed
	Grand Mean					2.73	0.71	Agreed

From the result in table 2, the respondents disagreed with seven items as they have mean value below 2.50 which is the cut off point while they agreed with rest of items as they obtained mean values of 2.50 and above. However, the grand mean is 2.73 which is above the 2.50 cut off point. Therefore, the respondents agreed that computer resources are used in business education departments.

H_{01}: There is no statistical significant difference in the mean rating of male and female lecturers from tertiary institutions in Ebonyi State on the computer skills possessed by Business education lecturers.

Response of male and female lecturers on the 21 items that assessed computer skills possessed by Business Education lecturers were used to analyze this hypothesis. Summary of the analysis is shown below:

Table 3: **T-Test Comparison of Mean Responses between Male and Female Business Education Lecturers on their Possession of Computer Skills**

S/N	Computer Skills	Gender	Mean	SD	Df	t-cal	t-crit	Decision
1	Identification of basic computer hardware components	Female	3.2	0.90				
		Male	3.3	0.86	34	0.82	2.02	Accept
2	Starting up a computer system	Female	3.4	0.92				
		Male	3.1	1.18	34	0.69	2.02	Accept
3	Log on to a computer system	Female	3.6	0.55				
		Male	2.7	1.08	34	1.90	2.02	Accept
4.	Shut down a computer system	Female	3.6	0.71				
		Male	2.7	2.68	34	1.40	2.02	Accept
5	Using mouse pointing device	Female	2.8	1.15				
		Male	2.7	1.16	34	0.21	2.02	Accept
6	Using the keyboard	Female	2.8	1.13				
		Male	3.1	1.13	34	0.61	2.02	Accept
7	Identify icons on a computer system	Female	3.4	0.63				
		Male	2.4	1.02	34	3.76	2.02	Reject
8	Using icons on a computer system	Female	3.2	0.83				
		Male	2.9	1.03	34	0.93	2.02	Accept
9	Create documents of various types	Female	3.1	0.96				
		Male	2.5	1.17	34	2.24	2.02	Reject
10	Save documents in a desired location	Female	3.4	0.71				
		Male	2.2	1.18	34	3.74	2.02	Reject
11	Copy texts in a computer system	Female	3.1	0.96				
		Male	2.5	1.17	34	1.49	2.02	Accept
12	Paste text in a document or desired location	Female	3.4	0.71				
		Male	2.2	1.18	34	3.74	2.02	Reject
13	Retrieve an existing document from a files	Female	3.4	0.71				
		Male	2.5	1.17	34	2.94	2.02	Reject
14	Print a documents	Female	3.9	0.40				
		Male	3.2	0.60	34	4.28	2.02	Reject
15	Name a document	Female	3.7	0.97				
		Male	2.6	0.96	34	1.90	2.02	Accept
16	Rename a document	Female	3.4	0.86				
		Male	2.5	0.90	34	2.82	2.02	Reject
17	Delete a file	Female	3.7	0.47				
		Male	3.3	0.87	34	3.89	2.02	Reject
18	Use Microsoft world package	Female	3.5	0.72				
		Male	3.3	0.82	34	0.18	2.02	Reject
19	Use power point package	Female	3.4	0.79				
		Male	3.5	0.77	34	0.47	2.02	Accept
20	Use Microsoft excels package	Female	3.4	0.93				
		Male	2.9	0.85	34	1.36	2.02	Accept
21	Discuss using electronic social media	Female	2.7	0.89				
		Male	2.5	1.17	34	0.67	2.02	Accept
22	Download files from a web	Female	3.0	1.06				
		Male	2.8	1.12	34	0.43	2.02	Accept
23	Use computer bookmark history	Female	3.0	1.12				
		Male	3.1	0.97	34	0.15	2.02	Accept
24	Use search engines to search for information on web	Female	3.2	0.97				
		Male	3.3	0.82	34	0.13	2.02	Accept
25	Effectively download files from a web	Female	3.1	1.05				
		Male	3.5	0.57	34	1.27	2.02	Accept
26	Save downloaded files in removable disks	Female	3.0	0.94				
		Male	3.2	1.13	34	0.67	2.03	Accept
27	Secure files with the use of security pins and passwords	Female	2.5	0.94				
		Male	2.6	1.30	34	0.43	2.02	Accept
28	Transfer files by uploading	Female	2.5	0.94				
		Male	2.4	1.30	34	0.45	2.02	Accept
29	Copy files from removable disk to the computer	Female	2.8	0.95				
		Male	2.2	1.13	34	1.77	2.02	Accept
30	Change security settings of a file or documents.	Female	2.5	1.07				
		male	2.1	1.03	34	1.36	2.02	Accept
	Grand T-cal					1.55	2.02	Accept

Table 3 shows the mean rating of male and female business education lecturers on the computer skills they possessed. The final calculated t-value is 1.55 while the critical t – value is 2.02. Since the calculated t – value is less than the critical t – value, the hypothesis is retained. This means that the mean responses of male and female business education lecturers do not differ significantly on their possession of computer skills.

H_{03}: There is no statistical significant difference in the mean rating of lecturers and students on the uses of computer resources in Business education departments.

Table 4 below is the t-test analysis of lecturers and students response on the use of computer resources in Business Education Departments. Summary of the analysis is shown below:

Table 4: **T-test Comparison of Mean Responses between Lecturers and Students on the Use of Computer Resources in Business Education Departments**

S/N	Uses of computer resources	Status	Mean	SD	Df	t-cal	t-crit	Decision
1	Teaching various courses	Students	1.97	0.91				
		Lecturers	2.89	1.20	520	4.52	1.96	Reject
2	Records keeping	Students	3.46	0.50				
		Lecturers	3.08	0.97	520	2.00	1.96	Reject
3	Typing questions papers and other documents	Students	3.50	0.50				
		Lecturers	3.53	0.51	520	0.27	1.96	Accept
4.	Lecture presentation through power point	Students	1.85	1.01				
		Lecturers	2.25	0.97	520	2.47	1.96	Reject
5	Accessing materials from the internet	Students	3.30	0.59				
		Lecturers	2.22	0.73	520	8.64	1.96	Reject
6	Sending e-emails	Students	3.27	0.57				
		Lecturers	2.25	1.02	520	5.86	1.96	Reject
7	Receiving e-mails	Students	3.53	0.58				
		Lecturers	2.86	0.83	520	4.75	1.96	Reject
8	Sharing images from the scanner	Students	2.49	1.10				
		Lecturers	2.53	1.08	520	0.21	1.96	Accept
9	Setting up data base	Students	3.25	0.58				
		Lecturers	2.25	1.02	520	5.78	1.96	Reject
10	Setting up multimedia projector	Students	3.29	0.58				
		Lecturers	2.81	1.34	520	2.17	1.96	Reject
11	Testing teaching theories and models	Students	1.81	0.81				
		Lecturers	2.33	0.86	520	3.52	1.96	Reject
12	Downloading materials in hypermedia form	Students	2.65	1.10				
		Lecturers	2.39	0.85	520	1.75	1.96	Accept
13	Sharing of courseware's and other materials	Students	3.05	0.72				
		Lecturers	2.64	0.90	520	2.69	1.96	Reject
14	Making posts in the electronic bulletin boards	Students	2.90	0.74				
		Lecturers	2.58	1.06	520	1.78	1.96	Accept
15	Sharing of research materials	Students	1.99	0.81				
		Lecturers	2.56	1.05	520	3.16	1.96	Reject
16	Having electronic discussions	Students	2.08	0.78				
		Lecturers	2.22	0.88	520	0.91	1.96	Accepter
17	Formatting documents	Students	3.30	0.45				
		Lecturers	2.72	1.00	520	3.43	1.96	Reject
18	Retrieving text and graphics from web pages	Students	2.70	1.07				
		Lecturers	2.14	0.93	520	3.44	1.96	Reject
19	Uploading materials to the internet	Students	2.41	1.09				
		Lecturers	2.72	1.06	520	1.71	1.96	Reject
20	Submitting assignments	Students	1.85	0.56				
		Lecturers	2.97	0.94	520	7.06	1.96	Reject
21	Using Microsoft excel to learn calculations	Students	3.41	0.56				
		lecturers	2.722	1.06	520	3.86	1.96	Reject
	Grand T-cal					3.75	1.96	Reject

Table 4 shows the mean ratings of lecturers and students on the uses of computer resources in Business Education Department. The final calculated t–value is 3.75 while the critical t-value is 1.96. Since the calculated t–value is greater than the critical t- value, the null hypothesis is rejected. This implies that the mean responses of lecturer and students differ significantly in the uses of computer resources in Business Education Departments.

Discussions

The finding from the result of the analysis of items in section A as contained in Table 1 shows that Business Education lecturers in tertiary institutions in Ebonyi State possess computer skills for e-learning with a grand mean of 2.96. This finding supports that of Ezenwafor (2011) who found that Business Educators in tertiary institutions possess skills in information and communication technology and utilizes them in training students. This finding contradicts the view of Maduabuchi (2008) who posited that most Business Education lecturers lack computer skills as they only base their knowledge on a computer course referred to as computer appreciation which they took on the cause of their academic training. He noted that computer appreciation was only theoretical and informative in content as such fails to equip its recipient with necessary computer skills. The finding from test of hypothesis 1 in table 3 shows no significant difference on the mean rating of male and female lecturers on their possession of computer skills. This finding is supported by Yusuf (2005) who reported that there is no significant difference between male and female teachers in ICT usage.

The analysis of research question 2 as shown in table 2 shows that computer resources are in use in business education programmes in tertiary institutions. Okiki (2011) posited that increase in the use of computer resources in tertiary institutions may be as a result of various information and communication policies initiated in various institutions. The finding of this study shows that there is improvement in the uses of computer resources in business education programmes when compared with the finding of Adedoyin, Akinnuwesi and Adegoke (2008) which states that application of ICT in Nigerian tertiary institution is less than 5 percent. This could be as a result of increased government policy on e-learning integration in all tertiary institutions in Nigeria irrespective of the ownership structure of the institutions (Okiki, 2011). Despite these improvements, the grand mean of 2.73 shows that some computer resources are often used while others (though available) are rarely used. Hypothesis 2 in table 4 shows the mean rating of lecturers and students on the uses of computer resources in Business Education Department. The calculated t-value is 3.75 and critical t–value is 1.96. This implies that the null hypothesis is rejected because the calculated t-value is greater than the critical t–value. Lecturers and students differ significantly in the mean rating of the uses of computer resources in Business Education Department.

Conclusion

Based on the finding of this study, the following conclusions were drawn.

Business education lecturers possess relevant computer competencies for integration of e-learning into business education programmes. Lecturers in the area of the study lack skills in transferring file by uploading and changing security setting of a file or document. To bridge the gap between students and lecturers use of computer resources, it is imperative that lecturers regularly apply their competencies in planning, delivering and management of their instructions.

Recommendations

The following recommendations were made based on the findings and conclusion of the study:

Business Education lecturers should be trained and retrained on emerging computer skills especially on the area of uploading and securing data. The training and retraining programme should be organized by government and institutions. Business Education lecturers on their own should always upgrade their computer skills.

Lecturers should be encouraged to be using the available computer resources in teaching all Business Education courses, carrying out researches and preparing students result.

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