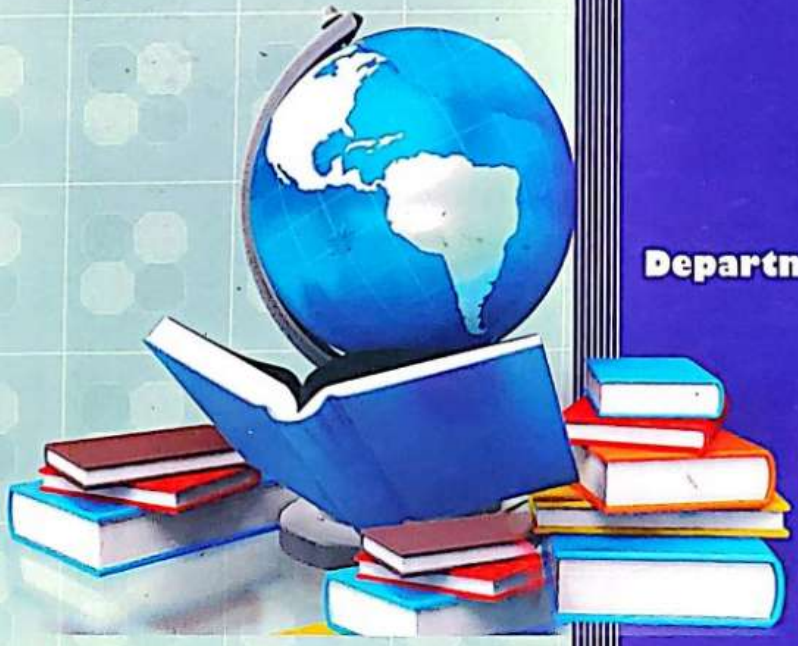
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E-LEARNING FACILITIES FOR SKILL ACQUISITION IN KWARA STATE COLLEGES OF EDUCATION

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Abstract

The study examined e-learning facilities for skill acquisition in colleges of education in Kwara State. Descriptive survey design was adopted. Three research questions and one hypothesis was tested at 0.05 level of significance. The population comprises Kwara State College of Education Ilorin, College of Education Oro and College of Education, Lafiagi, Kwara State. Random sampling technique was used to select two hundred and fifty (250) business education students out of three thousand (3000) students. Questionnaire was used as instrument and was validated by two experts. The reliability used test retest which yielded a coefficient of 0.8.Percentages were used to answer the research questions while Analysis of Variance was used to test the null hypotheses at 0.05 significant level. The study found that e-learning facilities are not sufficiently available in Kwara State Colleges of Education. Also, there was no significant difference in the usability of e-learning software facilities in acquiring business education skills among the 100 to 300 levels of business education students in colleges of education for self-employment in Kwara state. The study concluded that e-learning facilities were available but were limited and less accessible by students in teaching and learning business education. Based on the findings and conclusion, it was recommended among others, that

Governments should endeavour to provide adequate e-learning facilities and software. It was also recommended that teaching materials should be sufficiently provided for effective teaching, learning and practical skill acquisition.

Keywords: Business education, e-learning facilities, software, skill acquisition.

Introduction

The development level of a country is determined through knowledge, skills and competences which are obtained through education with teaching playing the most important role. Every developing nation strives for self-reliance in order to bridge the gap of unemployment and to reduce the rate of crime in the nation. Therefore, any nation aspiring for true independence must have self-sufficiency as one of its goals and objectives. A nation cannot depend on the economy of other nation rather strive to made adequate provision for its citizen. For this to manifest, educational program must gear towards attainment of its goals and objective as this was stated in the National Policy of Education.

Business education is concerned with the acquisition and development of skills competencies, attitudes and knowledge necessary for efficiency of the economic system and to prepare individuals for the world of work. The goal of business education is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women who will effectively compete in the world of work (Odunaike & Amoda, 2008).Business education is a programme of study designed to prepare students to survive and prosper in any environment they meet themselves and to be good citizens. Also, it is a programme designed to enable students to acquire practical and vocational skills, attitudes, knowledge and competencies necessary to gain self-employment or function effectively in the society (Ogwunte & Okolocha, 2016).

E-learning often involves both out-of-classroom and in-classroom educational experiences via technology applications and processes such as Web-based learning, computer-based learning, virtual education opportunities and digital collaboration. Content is delivered via the internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM. It can be self-paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio. Otuka (2010) defined e-learning as all forms of

electronically supported learning and teaching which are procedural in character and aim to effect the construction of knowledge with reference to individual experience, practice and knowledge to the learner. E-Learning is utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online. E-learning software facilities are vital for business education students' in order to acquire necessary skills for self-employment in colleges of education because of their usefulness in the areas of self-employment, self-reliance and employment into other sectors of the economy. However, as important as e-learning is concerned for skill acquisition, it is expected that products of business education in colleges of education must be sufficiently acquainted with the relevant skills and competences required for job performance. It is of believe that unavailability of e-learning software facilities in most colleges of education are responsible for the products low performance on the job. Another school of thought attributed the lapses to lack of proficiency on the part of the lecturers and high cost of acquiring these software facilities in these institutions.

According to Epignosis (2014), there are different categories of E-learning software's present today that are associated to business and education, central to E-learning success is communication technologies and also business technological software's that are generally categorized as synchronous or asynchronous. In synchronous technologies, activities are allowed to happen at the same time and involve the exchange of ideas and information with one or more participants. Students (people) can interact in real time with their own computer using text chat, live voice, and interactive whiteboards. Such technologies include:

(i) Skype - Used for Web conference technology in two ways; small group communications and online office hours to communicate with individual students;

(ii) The telephone - a synchronous technology is used for audio communication;

(iii) YouTube - A video hosting technology;

(iv) BlogSpot - An online blog or journal;

(v) Microsoft Office Suite - Proficient in Word (word processing), PowerPoint

(presentation), Excel (statistical analysis), and Access (database), and Outlook (e-mail, calendar and task management);

(vi) Web browsers - Firefox, Safari, Netscape, Google Chrome and Internet Explorer;

(vii) SPSS - statistical software;

(viii) ATS – use for grading curriculum vitae; and

(ix) Messaging Application – Facebook, WhatsApp, Instagram, etc.;

(x) Digital imaging hardware - still and video cameras, scanners, etc.

Asynchronous activities - are conducted with participants providing input at different times and use technologies such as blogs, wikis, discussion forum, and email. (i) Discussion Forums is Used for general class discussions and for small group discussions; (ii) E-mail - This is the workhorse for communication in online courses and (iii) Wiki - The wiki has a number of asynchronous functions for eLearning purposes. These include being a collaboration tool for student workgroups, a communications device similar to a threaded and an automatic e-mail reporting system to monitor student activity. Finally, the wiki has a variety of analytics tools that objectively measure and document student activities such as revision. The ultimate aim of these e-learning delivery tools or technologies is to make learning a robust, viable, user-friendly training platform. Its appropriateness thus informs the choice of a particular tool to the intended content, marketability of products and learners involved.

The type of e-learning appropriate for tertiary school education and also for businesses is blended learning. Otherwise referred to as hybrid learning and E-marketing, flexible learning, or mixed mode learning, blended learning refers to learning that involves a combination of face-to-face classroom time interspersed with computer access, use of school networked computers, and use of students own mobile phones and personal computers (Boyde, 2012).

Statement of the Problem

Over the years, there have been major challenges affecting e-learning facilities acquisition and usage in schools raising question about level of availability and access to e-learning software facilities as assessed by students in teaching learning process. Student's ability in making use of the e-learning facilities today poses serious problems in business education environment.

Business education programme seeks to bridge the gap between classroom and the world of work and to expose students in order to be competent in their professions. However, in attempt to access to at competence in e-learning constitutes a serious challenge? If students are technology serving, they will meet the demand of the employers and able to work with less challenges. It is in the wake of the above, the study aimed at assessing e-learning facilities for skill acquisition in Kwara State Colleges of Education.

Purpose of the Study

The main purpose of the study was to examinee-learning facilities for skill acquisition in Kwara State Colleges of Education. Specifically, the study sought to:

1. Examine the level of availability of e-learning software facilities for teaching and learning of business education in colleges of education as assessed by students.
2. Identify the extent to which e-learning facilities are used in teaching and learning business education skills by students in colleges of education.
3. Determine the students' responses on the use of e-learning facilities for acquiring business education skills to students in colleges of education in Kwara State.

Research Questions

The following research questions were raised to guide the study:

1. What is the level of availability of e-learning software facilities as assessed by students in teaching of business education in colleges of educations?
2. To what extent does students in business education makes use of e-learning facilities in learning business education skills in colleges of education?
3. What are the responses of business education students on the use of e-learning software facilities to acquire business education skills acquisition?

Research Hypothesis

One research hypothesis which was tested at 0.05 level of significance guided the study:

Ho1: There is no significant difference in the usability of e-learning software facilities in acquiring business education skills among 100 to 300 levels students in colleges of education for self-employment in Kwara State.

Methodology

The study adopted a descriptive survey design because it is ideal preliminary and explorative studies to allow researchers to gather information summarize present and interpret for the purpose of clarification. The population of the study consists of 3000 business education students in Colleges of Education in Kwara State where business education is offered. A total of 250 out of 3000business education students were selected through purposive sampling technique. A four point's response Likert scale was used for the collection of data such as: Highly Available (HA)=4, Always Available (AA) =3, Partially Available (PA) =2, Not Available (NA) =1 and also contain some others like Never Used (NU)=1, Frequently Used (FU)=2, Always Used (AU)=3 and Sometime Used (SU)=4 while reverse is the case for negative statement. The instrument was made up of two sections. The first section sought information on the demographic characteristics of the respondents. The second section was designed to answer the research questions and hypothesis. The instrument was subjected to face construct and content validation to determine its adequacy and appropriateness for the study. This was done by presenting it to experts in Educational Management, University of Ilorin and Business and Entrepreneurship Department in Kwara State University Malete. The reliability of the instrument was done through the use of Ordinal Alpha and was found reliable at 0.8. The researchers personally went to the department of business education to administer the questionnaires. Percentages were used to answer the research questions while Analysis of Variance was used to test the null hypotheses at 0.05 significant level.

Results

The result of the study are presented and analyzed in the following tables.

Research Question 1: What is the level of availability of E-learning software facilities assessed by the students in teaching business education in College of Education?

Table 1: Participants' Response on the level of availability of E-learning software facilities as assessed by the students in teaching business education in College of Education

Items	HA %	AA%	PA%	NA%
Microsoft Word	89(35.6)	100(40.0)	42(16.8)	19(7.6)
Microsoft Excel	51(20.4)	101(40.4)	76(30.4)	22(8.8)
Microsoft Power point	63(25.2)	106(42.4)	57(22.8)	24(9.6)
Printing and Scanning devices	60(24.0)	110(44.0)	60(24.0)	20(8.0)
Online or Internet Connected Computer	60(24.0)	110(44.0)	54(21.6)	20(8.0)
Electronic Overhead Projects	40(16.0)	107(42.8)	73(29.2)	30(12.0)
Digital Library	43(17.2)	102(40.8)	68(27.2)	37(14.8)

The statistics of respondents on their assessed level of e-learning software facilities when learning are summarized and presented in Table 2. As shown in Table 2, the level of availability of the following software: 44.0% Printing and scanning devices, 44.0% of Online or Internet Connected Computer was always available, 42.8% of Electronic Overhead Projector was always available, 42.4% of Microsoft Power point was always available,40.8% 0f Digital Library was always available, 40.4% of Microsoft Excel was always available, and 40.4% Microsoft Word was always available. In conclusion, majority of the respondents supported that Printing and scanning devices and Online or Internet Connected Computer were always available when teaching and learning of new skills in business education.

Research Question 2 To what extent does students in business education makes use of e-learning facilities in learning business education skills in college of education?

Table 2: Participants' Response on the extent by which students makes use of E -Learning facilities in learning business education skills in Colleges of Education

S/N	Items	AU%	SU%	RU%	NU%
1	E-learning is used in solving complex class work and assignment	49(19.6)	100(40.0)	88(35.2)	13(5.2)
2	E-learning is used in learning of new skills and technique	32(12.8)	106(42.4)	96(38.4)	16(6.4)
3	Projector is used in class to be seen by every students and could also be transferred, make any jotting made rather inclusive	22(8.8)	105(42.0)	88(35.2)	35(14.0)
4	Business packages like Peachtree, Access, etc. are use in teaching business method providing some usable plug-ins	17(6.8)	101(40.4)	100(40.0)	32(12.8)
5	Data is used for this type of learning	31(12.4)	107(42.8)	94(37.6)	18(7.2)
6	E-learning software's is found to be useful and use	41(16.4)	102(40.8)	88(35.2)	19(7.6)
7	E-learning software facilities/technology are recommended to be used by most lecturers for ease of impartation and transfer of knowledge	21(8.4)	103(41.2)	96(38.4)	30(12.0)

The statistics of respondents on extent in which students make use of e-learning software facilities when learning new business skills are summarized and presented in Table 2. As shown in Table 2, 40.0% of students sometime used e-learning facilities when solving complex class work and assignments. 42.4%

sometimes used e-learning facilities in learning new skills and technique. In summary, majority of the respondents sometimes used the e-learning facilities when teaching and learning of new skills in business education.

Research Question 3: What are the responses of business education students on the use of e-learning facilities to acquire business education skills acquisition?

Table 3: Mean Ratings of Students' Respondents on the use of E-Learning Facilities for Business Education Skills

S/N	Items	Mean	SD	Decision
1	The use of E-learning in business education class is better than traditional learning	3.31	.738	Accepted
2	E-learning facilitate better and productive learning methods among students	3.42	.624	Accepted
3	The use of E-learning creates opportunity for collaborative work	3.42	.604	Accepted
4	E-learning gives students the opportunities of learning things in a clearer way that looks real	3.43	.669	Accepted
5	The use of E-learning makes the lesson fun and interesting (class more lively)	3.42	.630	Accepted
6	I like to learn something new without feeling it has being taught before	3.32	.696	Accepted
7	I would like to have e-learning to be well incorporated and to be use more often in classes	3.34	.689	Accepted
8	E-learning enable students to relate with teachers and students alike in solving business problems	3.36	.645	Accepted
9	E-learning makes it easier for students to relate with teachers and students alike in solving business problems	3.41	.666	Accepted
10	E-learning in business education can easily inform students on economical skills and strategies	3.43	.618	Accepted

Table 3 presents the mean ratings of students' respondents on the use of e-learning facilities for business education skills acquisition. The table shows that some of the mean ratings of the respondents' responses were above 2.50. That is items 1to 10 with mean scores of 3.31, 3.42, 3.42, 3.43, 3.42, 3.32, 3.34, 3.36, 3.41, and 3.43 respectively. This shows that the respondents agreed that the use of e-learning facilities for business education skills acquisition in Kwara State Colleges of Education cannot be overemphasized because they agreed that electronic learning facilities are important for effective business education skills acquisition in learning.

Hypothesis

Ho_1: There is no significant difference in the usability of e-learning software facilities in acquiring business education skills among level of students in colleges of education for self-employment in Kwara state.

Table 4: ANOVA Summary of the Significance Difference in the Usability of E-learning Facilities in Learning Business Education Skills based on level of Study

Variable	Sum of Squares	Df	Mean Square	F- ratio	Sig.	Remark
Between Groups	20.741	2	10.370			
Within Groups	2114.955	247	8.563	1.21	0.300	Accepted
Total	2135.696	249				

Table 4 indicates that the p-value of 0.300 computed at 0.05 alpha level. Since the p-value of 0.300 obtained is greater than 0.05 alpha level of significance, the hypothesis is therefore accepted. This implies that, there is no significant difference in the usability of e-learning software facilities in acquiring business education skills among the 100 to 300 levels of business education students in colleges of education for self-employment in Kwara State.

Discussion of Findings

The findings revealed that level of availability of e-learning facilities as assessed by the students in teaching business education in colleges of education include: Microsoft Word, Printing and Scanning devices, Online or Internet Connected Computer, Microsoft Power point and Microsoft Excel are the types of E-learning software facilities available and accessible. This finding is in accordance to the finding of Otuka (2010) who affirmed that e-learning as all forms of electronically supported learning and teaching which are procedural in character and aim to effect the construction of knowledge with reference to individual experience, practice and knowledge to the learner.

More so, findings from the study revealed that electronic overhead projects and digital library are always available and easy to access when need be. This study is in line with that of Sife, Lwoga, and Sanga, (2007) who opined that information infrastructure of African universities are poorly developed and inequitably distributed.

Findings also revealed that e-learning is used in solving complex class work and assignment and E-learning facilities are found to be useful in learning business education skills. This particular finding gives credibility to the findings of Gorbi, (2013), who asserted that the use of ICT has the potential to open opportunities of new ways of doing things, thus developing creativity in learning. Furthermore, ICT use has been found to be associated with creativity.

In addition, findings from the study revealed that: E-learning in business education can easily inform students on economical skills and strategies, it gives students the opportunities of learning things in a clearer way that looks real among others are the perception of business education students on the use of e-learning software facilities to acquire business education skills acquisition in Kwara State Colleges of Education. This particular finding gives credibility to the findings of Oluremi, (2008) who asserted that skill acquisition aims at transforming the human person so as to bring about his/her potentials and make him or her a leader, who will in turn inspires and empowers others to excel and articulate meaningful vision for the society.

The hypothesis tested revealed that there was no significant difference in the levels of study of the students and their usability of e-learning facilities in acquiring business education skills by business education students in colleges of

education for self-employment in Kwara State based on level of study. This implies that it is a course that should prepare individual for a gainful employment and for national development. This is in line with the assertion of Anyeaneh and Nkegwu (2015) who affirmed that business education is directed towards developing the learner to become productive in teaching, paid employment and self-employment.

Conclusion

Based on the findings of the study, it is concluded that Printing and Scanning devices, Online or Internet Connected Computer, Digital Library, Electronic Overhead Projector, Microsoft Power point were the most E-learning software and hardware facilities available and accessible, while Microsoft Excel and Microsoft Word were the less available E-learning software facilities as assessed by the students in teaching business education in Kwara State Colleges of Education.

In addition, E-learning software facilitates are better and productive learning methods for students and this creates opportunity for collaborative work. It also brings up the best in them in acquiring skill that prepare them for the world of works and to meet the present day challenges in the labour market.

Recommendations

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

1. Adequate, efficient and uninterrupted e-learning facilities will help and provides the students opportunities of learning things in a clearer way that looks real. Therefore, the researcher recommends that governments should endeavour to provide adequate E-learning facilities and likewise teaching materials in colleges of education in Kwara State, as this will propel effective teaching and learning.
2. Workshops should be made available to support practical skill acquisition for effective teaching of skills acquisition courses.
3. There should be awareness on the impact of skills acquisition education courses, as this may gear up students' interest toward it.
4. Students of business education in colleges of education should be properly guided on how to use e-learning facilities and be provided in their departments.

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