



Extent of Utilisation of Some Internet Resources in Learning Business Education Courses by Students in Universities in Some States in South Eastern Nigeria.

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ABSTRACT

This study determined the extent of utilisation of Electronic library and Electronic mail services in learning of Business Education in Universities in Enugu and Anambra States. Two research questions and two hypotheses guided the study. The population of the study consisted of 400 final year students of all the Universities in the study area which offer Business Education. All of them were used as the sample for the study. The study was a survey research and questionnaire was utilised for data collection. The questionnaire which consisted of two parts was validated by three experts and the Cronbach Alpha reliability test yielded a coefficient of 0.97. Means and standard deviations were used to answer the research questions while the null hypotheses were tested using independent sample t-test at 0.05 levels of significance. The findings from data analysis showed that utilisation of these internet resources in learning by students of universities in Enugu and Anambra states was at moderate level. Furthermore, there was no statistically significant difference in the mean ratings of business education students in government and privately owned universities in Enugu and Anambra States in their extent of utilisation in learning. It was recommended among others, that there should be regular seminar, workshops and training of business education students on the use of these resources in learning.

Keywords: Business education, electronic mail, library, universities, Anambra, Enugu.

INTRODUCTION

The internet is the biggest wide area network (WAN) in the world and the largest inter-network system (the network of networks) which provides the easiest, fastest and least costly means for the users to get, provide and communicate information on a global basis. Internet has become a credible source of information for all purposes in all fields. The Internet was defined as the global system of interconnected computer networks that uses the Internet protocol suite (TCP/IP) to link devices worldwide [1]. According to Kashora, van der Poll & van der Poll [2], the internet, as an essential component of peoples' daily lives has helped in improving the manner of seeking information, conducting research, and carrying on business transactions. Specifically, for students and teachers, the internet is becoming an essential part of the educational system. It has been regarded as an excellent study tool which has pertinent information that is easily accessible, and increasingly utilised by tertiary education students. For instance, with the availability of internet services, computerized library or e-library, is easily accessible, richer and constantly more up-dated than any physical library. Also, with the internet, business and other relevant materials, books and journals that have hitherto been inaccessible especially in the developing countries are now available and accessible electronically as they are published on-line.

It is a common knowledge that use of Internet in education, is mostly for communication among students and between students and members of staff as well as information sourcing for research purposes.

Internet resources are the intangible/tangible activities/facilities/tools or equipment, software that can aid or help the users of the Internet. These resources are to the means through which the Internet is accessed and include Electronic Mail (e-mail) services and Electronic Library resources among others [3 - 6]. Electronic



mail, commonly known as email, is a method of exchanging digital messages between users over computer networks. It allows individuals, organizations, and businesses to send and receive messages, documents, and other types of data electronically.

In the same vein, Heinz [7] described e-mail as the transmission of messages over electronic networks like the Internet. Electronic mail can be in form of notes entered from the keyboard or electronic files stored on disk, images, or other attachments sent through a network to a specified individual or group of individuals. The delivery of electronic messages to a specified recipient is made possible with the services of unique electronic address (e-mail address) of the user. The e-mail is an important and a popular communication service through which a researcher can reach people, organizations, various institutions of learning situated far and near, which can enable the researcher to obtain relevant information for research. Research work and materials can be sent to academic mentor and clients in distant locations for correction and thereafter sent back to the researcher. For example, research work from the supervisee to the supervisor for vetting and correction.

The digital library provides users access to electronic information resources via electronic means and helps the user with a reasonably large means of entry to an organized store of information and knowledge. Digital library is a global virtual library which have information in a computer-friendly format or which have access to information in a digital format. With increasing number of users, the libraries make use of new communication technology to gather, organize, manage, protect and distribute information in digital form. Such libraries include the paperless library, virtual library, E-library, online library, desktop library, and polyglot library, a library without boundaries [8]. The digital library is making the current libraries go through a change so as to organize and distribute information resources. Digital library refers to collections of electronic resources consisting of text, audio, visual, graphics and animations in nature that are accessible through the aid of digital technologies.

The Business Education programme has as one of its primary aim, to raise teachers of business, who are competent and skillful in subject areas in commercial sciences. to ensure that students are educated for and about business. The programme also provides instruction and training for office occupations for secretaries, accountants, computer operators, data processors and so on, and also exposes students to the knowledge of economic, financial, marketing, accounting and managerial aspects of business endeavor [9]. Business Education improves economic knowledge and awareness; enhances entrepreneurial knowledge and skills; promotes personal and national ethics; promotes industrial development; teaches ICT skills; protects the consumer; reduces unemployment; promotes management skills; promotes leadership skills; promotes international business; and supports socio-cultural development, among others [9]

Utilising Internet resources in learning offers opportunity of an online classroom environment to acquire information, knowledge, skills and the right attitude to the students. These resources permit learners to study effectively without face-to-face interaction. Business education is not spared from the global paradigm change from the old approach of teacher-centred learning to current ways of Internet resources playing a vital role.

All developed countries have exploited the potentials of technology to improve and transform educational landscape in institutions of learning. Moreover, the use of modern Internet Communication Technologies in schools is growing rapidly worldwide. As a result, effective learning of Business Education in Higher Institutions in this 21st century requires effective deployment of these technologies. Non utilization of these technologies may lead to ineffective learning with all its drawbacks. According to Apuke & Iyendo [10], Nigerian educational sector is yet to tap into this technology to deliver services especially in the tertiary institutions. The basic problem and worry are the attitude of the undergraduates in our area towards the utilisation of internet resources to enhance and widen their horizon and quest for academic excellence. There is perceived gap here and the concern in all corners is the extent students in our higher institutions have taken advantage of the utilisation of these opportunities. It is against this background that the study examined the utilisation of electronic libraries and e-mails resources among undergraduate students of Business Education.

Purpose of the Study

The main purpose of this study was to assess the extent of utilisation of Internet resources in learning Business Education courses in universities in Enugu and Anambra States. Specifically, the study sought to determine the



extent of:

1. utilisation of Electronic library resources in learning by business education students in universities in Enugu and Anambra States;
2. utilisation of Electronic mail (e mail) in learning by business education students in universities in Enugu and Anambra States.

Research Questions

The following research questions guided the study:

1. What is the extent of utilisation of Electronic Library Resources in learning by business education students in universities in Enugu and Anambra States?
2. What is the extent of utilisation of Electronic mail (email) Resources in learning by business education students in universities in Enugu and Anambra States?

Hypotheses

The following null hypotheses were formulated for the study:

- H0₁** There is no statistically significant difference in the mean ratings of male and female business education students in universities in Enugu and Anambra States in the extent of utilisation of Electronic Library Resources for learning.
- H0₂** There is no statistically significant difference in the mean ratings of business education students in government and privately owned Universities in Enugu and Anambra States on the extent of utilisation of Electronic mail (email) Resources for learning.

METHODOLOGY

A descriptive survey research design was adopted in this study. The study area where the research was conducted was in government/public and privately owned universities in Enugu and Anambra States. Enugu State is among the states in south-eastern Nigeria. The population of the study consisted all the 400 final year students of Business Education at Bachelor degree level in the universities in Enugu and Anambra States. The information on the universities offering Business Education was obtained from the Joint Admission and Matriculation Board (JAMB) brochure for prospective students. All the final year students in the ten universities were used as the sample hence census sample was adopted.

The instrument used for data collection was a structured questionnaire designed by the researcher after a thorough literature review. The questionnaire titled “Utilization of Internet Resources for Learning by Undergraduates Questionnaire” (UIRLUQ) was divided into two parts (A & B). Part A elicited demographic information on the respondents while Part B was used to gather information on the extent of usage of the internet resources. Each item in Part B has five-point response options Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE) and given 5, 4, 3, 2, and 1 weighting respectively. The instrument was subjected to validation by three experts. The reliability of the instrument was assessed using Cronbach Alpha method. The questionnaire was subjected to the test of internal consistency using 27 final year business education students different from the sample of the study. The Statistical Package for Social Science (SPSS) software Version 22 for windows was used to obtain the respective cluster reliability coefficients and overall reliability coefficient. The cluster reliability coefficients obtained a coefficient was 0.97. Mean and standard deviation were used to answer the research questions. The mean was used to assess the extent of the responses and the standard deviation was meant to determine the degree at which their responses were dispersed around the mean. The decisions on research questions were taken using the real limit of the mean values as follows using the equation (Mckenna, 2023):

Very Low Extent (VLE)=1.00 - 1.80; Low Extent (LE) =1.81 – 2.60;



Moderate Extent (ME) = 2.61 – 3.40; High Extent (HE) = 3.41 – 4.20 and

Very High Extent (VHE) = 4.21 - 5.00

The Null hypotheses were tested using independent sample t-test at 0.05 levels of significance at the relevant degree of freedom. Any null hypothesis whose t-value was less than the p-value at the significance level of 0.05 and at the relevant degree of freedom was accepted but if the calculated t-value was more than the table value, it was rejected.

RESULTS & DISCUSSION

This section presents the result of analysis of the data collected based on the research questions and null hypotheses that guided the study.

Research questions

1. What is the extent of utilisation of Electronic Library Resources in learning by business education students in universities in Enugu and Anambra States?

The data providing the responses to the above research question is presented in Table 1.

Table 1: Mean ratings of Respondents on Extent of utilisation of Electronic Library Resources in learning by business education students in universities in Enugu and Anambra States.

S/No	Item	Mean	SD.	Decision
1	E-books	4.08	0.063	HE
2	E-journals	3.770	0.066	HE
3	Digital images	3.890	0.061	HE
4	E - magazines.	3.510	0.067	HE
5	Audio files	3.550	0.067	HE
6	Index files	3.150	0.067	ME
7	E-Thesis	2.770	0.066	ME
8	E-Dissertations	2.790	0.071	ME
9	E-newspapers	3.070	0.072	ME
10	Indexing and abstracting Databases	2.790	0.073	ME
11	Statistical databases	2.900	0.073	ME
12	E- Standards.	2.820	0.073	ME
13	Multimedia resources	2.930	0.074	ME
Grand Mean		3.23		ME

Number of respondents (N) = 400

Table 1 presents the mean rating of students' responses on thirteen items which assessed the extent of utilisation of Electronic Library Resources for learning of Business Education courses across universities in Enugu and Anambra States. From the response mean rating, the respondents indicated that five items (1 to 5) were used in high extent and the remaining eight items (6 - 13) were used in moderate extent. The grand mean of 3.23 indicated that Electronic Library Resources are used by the respondents at a moderate extent to learn Business education. The standard deviations for all the items are within the same range and the overall standard deviation of 0.069 demonstrated that the responses were homogenous, close together and consistent in their mean rating.

2. What is the extent of utilisation of Electronic mail (email) Resources in learning by business education students in Universities in Enugu and Anambra States?

The responses to items on e-mail utilisation are presented in Table 2.



Table 2: Mean ratings of respondents on extent of utilisation of Electronic mail(email) resources in learning by business education students in universities in Enugu and Anambra States.

S/No	Item	Mean	SD.	Decision
14	Gmail	4.360	0.059	VHE
15	Yahoo mail	3.530	0.074	HE
16	Outlook.com	3.180	0.071	ME
17	Proton mail	2.710	0.070	ME
18	AOL mail	2.650	0.072	ME
19	Zoho mail	2.650	0.072	ME
20	iCloud mail	3.000	0.073	ME
21	GMX mail	2.650	0.070	ME
22	Mailbox.org	2.870	0.071	ME
23	Mail.com	2.900	0.072	ME
24	Mozilla thunderbird	2.600	0.069	ME
25	Yandex mail	2.450	0.068	LE
Grand Mean		2.92		ME

Number of respondents (N) = 400

Table 2 presents the mean rating of students' responses on twelve items which assessed the extent of utilisation of Electronic mail resources for learning of Business Education courses across universities in Enugu and Anambra States. From the responses mean, the respondents indicated that only one email resource, Gmail (14) was being utilised to a very high extent. Also, only one resource, Yahoo mail, (15) was used to a high extent (HE) while nine items (16 to 24) were used to a moderate extent (ME). The remaining item (85) was used at a low extent (LE). The grand mean of 2.92 indicated that Electronic mail Resources were used by the respondents to a moderate extent to learn Business Education courses. The standard deviations for all the items were within the same range and the overall standard deviation of 0.069 indicated that the responses were homogenous, close together and consistent in their mean rating.

Research Hypotheses

The following null hypotheses formulated were tested using students t-test statistic and the results presented below:

H₀₁ There is no statistically significant difference in the mean ratings of male and female business education students in universities in Enugu and Anambra States in the extent of utilisation of Electronic Library Resources for learning.

The result obtained is presented in Table 3.

Table 3: Independent t-test of mean ratings of responses of males and females Business Education students in universities in Enugu and Anambra States on the extent of utilisation of Electronic Library Resources for learning

Group Statistics and Test of hypothesis							
Items	Gender	No	Mean	SD	t-cal	P-value	Decision
1	Male	135	4.070	0.106	-0.039	0.969	Not significant
	Female	265	4.080	0.079			
2	Male	135	3.700	0.108	-0.741	0.459	Not significant
	Female	265	3.810	0.083			
3	Male	135	3.930	0.107	0.361	0.718	Not significant
	Female	265	3.880	0.074			
4	Male	135	3.490	0.108	-0.224	0.823	Not significant
	Female	265	3.520	0.085			



5	Male	135	3.410	0.114	-1.433	0.153	Not significant
	Female	265	3.620	0.085			
6	Male	135	3.300	0.107	1.589	0.113	Not significant
	Female	265	3.080	0.085			
7	Male	135	2.840	0.117	0.746	0.456	Not significant
	Female	265	2.730	0.081			
8	Male	135	2.900	0.117	1.020	0.308	Not significant
	Female	265	2.740	0.089			
9	Male	135	3.240	0.119	1.735	0.084	Not significant
	Female	265	2.980	0.090			
10	Male	135	2.790	0.118	-0.023	0.982	Not significant
	Female	265	2.790	0.092			
11	Male	135	2.880	0.121	-0.185	0.856	Nott significant
	Female	265	2.910	0.091			
12	Male	135	2.910	0.119	0.942	0.347	Not significant
	Female	265	2.770	0.092			
13	Male	135	3.110	0.121	1.716	0.087	Not significant
	Female	265	3.840	0.094			
Overall	Male		3.275		-0.075	0.940	Not significant
	Female		3.289				

The result of the t-test analyses presented in Table 3 indicated that when individual items were considered, there is no statistically significant difference in mean ratings between the male and female business education students on all the thirteen items. This is because the p-value for items which ranged from 0.082 to 0.982 were greater than 0.05 ($p > 0.05$) and as such the null hypothesis was retained. When the whole items were considered overall, the resulting p-value of 0.940 is greater than 0.05 indicating that the null hypothesis was upheld. Hence, there is no statistically significant difference in the mean ratings of male and female Business Education students in universities in Enugu and Anambra States on the extent of utilization of Electronic Library Resources for learning.

The data analysed to answer research question one showed that business education graduating students tend to utilise e-library in a moderate extent to obtain e-books and journals for citations and referencing and other learning activities. Hence, e-library relatively serves as a source of journals or e-books for the students learning. Out of the electronic library resources listed, the respondents utilized e-books, e-journals, e-magazines, audio files and digital images in a high extent while others were at a moderate extent. It is worthy of note that the extent in the use of e-library may be directly linked with the limitations in the use of Internet-enabled electronic devices, Internet browsers and Internet search engines. The reason why e-library may serve as a source of the journals or e-books to the students is because there are numerous journals and e-books available in the e-library resources. However, ability to use any device, search engine and browser enhance obtaining knowledge from e-library resources.

The findings are in agreement with that of Okunlola [11], who investigated the utilisation of library-based electronic information resources and services by postgraduate students in private universities in southwestern Nigeria and reported that the respondents fairly/moderately utilised the available library electronic resources. Similarly, Okunola observed that the respondents preferred access to online information rather than electronic databases, such as, Science Direct, EBSCOHOST, OARE, OPAC, JSTOR, BIOONE, HINARI commonly found in the library stock in the selected universities.

The results of this study corroborate the findings of other researchers who reported that there is low to moderate use of e-library resources [12 - 15]. Just as the findings of this current study, it was revealed that the respondents used e-journals, web resources and e-newspapers to a high extent while e-books, e-project/thesis, CD-ROM were used to a low extent. From the grand mean obtained after the data analysis the researchers concluded that the undergraduates used digital information resources moderately. However, on the contrary, some authors [16 - 18] reported that digital information resources were used to low extent by undergraduates.



The corresponding hypothesis on this data revealed that there is no statistically significant difference in the mean ratings of male and female business education students in universities in Enugu and Anambra States on the extent of utilisation of electronic library materials for learning, Therefore, male and female business education students utilise e-library resources at the same rate.

HO₂: There is no statistically significant difference in the mean ratings of business education students in government and privately owned Universities in Enugu and Anambra States on the extent of utilisation of Electronic mail Resources for learning.

The result obtained is presented in Table 4.

Table 4: Independent t-test of mean ratings of responses of Business Education students in government and privately owned universities in Enugu and Anambra States on the extent of utilisation of Electronic mail (email) Resources for learning

Group Statistics and Test of hypothesis							
Items	Gender	No	Mean	SD	t-cal	P-value	Decision
14	Government	278	4.450	0.065	2.288	0.023	Significant
	Private	122	4.160	0.126			
15	Government	278	3.520	0.087	-0.222	0.824	Not significant
	Private	122	3.560	0.142			
16	Government	278	3.180	0.083	0.050	0.960	Not significant
	Private	122	3.170	0.136			
17	Government	278	2.720	0.085	0.386	0.699	Not significant
	Private	122	2.660	0.127			
18	Government	278	2.730	0.087	0.444	0.657	Not significant
	Private	122	2.660	0.132			
19	Government	278	2.650	0.087	-0.082	0.934	Not significant
	Private	122	2.660	0.128			
20	Government	278	3.080	0.086	1.713	0.087	Not significant
	Private	122	2.810	0.136			
21	Government	278	2.580	0.081	-1.477	0.140	Not significant
	Private	122	2.800	0.135			
22	Government	278	2.860	0.084	-0.036	0.971	Not significant
	Private	122	2.870	0.132			
23	Government	278	2.870	0.085	-0.595	0.552	Not significant
	Private	122	2.970	0.135			
24	Government	278	2.520	0.080	-1.799	0.073	Not significant
	Private	122	2.790	0.133			
25	Government	278	2.400	0.077	-1.103	0.271	Not significant
	Private	122	2.570	0.132			
Overall	Government		2.913		-0.060	0.953	Not significant
	Private		2.925				

The result of the t-test analyses presented in Table 4 indicated that on individual items consideration, there is no statistically significant difference in mean ratings between business education students in government and privately owned universities in Enugu and Anambra States on the extent of utilisation of Electronic mail (email) Resources for learning on all the items except one (Q14) which showed statistically significant difference in mean ratings between them. With a p-value for these items (14 to 25) ranging from 0.087 to 0.960, which is greater than 0.05 ($p > 0.05$), the null hypothesis was upheld. However, for the remaining item (item 14), the result of the analysis indicated that there is statistically significant difference in mean ratings between government and privately owned universities business education students because all their p-values were less than 0.05 ($p < 0.05$). When considered overall, the resulting p-value of 0.953 is greater than 0.05



indicating that the null hypothesis was upheld. Hence, there is no statistically significant difference in the mean ratings of Business Education students in government and privately owned universities in Enugu and Anambra States on the extent of utilisation of Internet Electronic mail (email) Resources for learning.

Based on the data analysis of research question five, it was found that Business Education students tend to utilize e-mail services moderately for academic purposes. In other words, the students relatively utilise e-mail services possibly with their friends, colleagues and mentors to handle more learning related issues in moderate amount. The respondents indicated that gmail platform is the most highly utilized e-mail for learning followed by yahoo mail. The choice of the type of email used may be as a result of familiarity and versatility of the services to the students. The moderate use of electronic mail services in learning may be as a result of the fact that there are other alternative easier pathways to communicate with others such as social media.

The findings of this study are in agreement with that of many researchers [19 - 22] who reported that emails were found to contribute moderately to students' learning as they are powerful tools for communication. The present finding supports that of Ayemhenre & Okolo [23] who reported that business education students were not efficiently and academically utilizing e-mail as a component of internet facilities.

The result of the data analysis for the corresponding hypotheses revealed there is no statistically significant difference in the mean ratings of Business Education students in government and privately owned universities in Enugu and Anambra States on the extent of utilisation of electronic mails (e-mails) services for learning. It was also found that business education students do not differ in the extent of utilisation of e-mail services for learning due the ownership of the institutions.

CONCLUSION

Based on the findings of the study, it was concluded that the extent of utilisation of the studied internet resources (electronic library services and electronic mail services) were at moderate level in universities in Enugu and Anambra States in learning by Business Education students, On the findings based on hypotheses tested, it was concluded that gender and institutional ownership (government or private) do not influence the level of usage of these internet resources in learning by the respondents.

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