

ACCEPTANCE AND OPPORTUNITIES OF E-LEARNING TECHNOLOGIES FOR
UNIVERSITY BUSINESS EDUCATION PROGRAMMES IN KWARA STATE, NIGERIA

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Abstract

The evolving landscape of digital education has ushered in a new era for university teaching and learning, particularly within business education programmes. This study explores the acceptance and emerging opportunities of e-learning technologies among educators and students in university business education programmes across Kwara State, Nigeria. Guided by Dewey's (1938) Experiential Learning Theory, the research adopts a descriptive survey design with a sample of 250 participants drawn from a population of 664, using Taro Yamane's sampling formula. Data were collected using the validated AOETUBEPQ instrument with a reliability coefficient of 0.85. Analytical methods included frequency, percentage, mean scores, and independent sample t-tests at the 0.05 significance level. Findings reveal a high level of acceptance of e-learning technologies among both educators and students, reflecting a positive disposition toward digital integration in business education. Additionally, the study identifies several educational opportunities enabled by e-learning, such as flexible instructional delivery, expanded access to learning resources, and improved academic engagement. The study recommends sustaining this momentum through targeted professional development programmes, strategic investments in digital platforms, and the promotion of collaborative learning environments. These initiatives are essential to strengthen the integration of e-learning technologies and position university business education programmes in Kwara State for global competitiveness.

Key Words: Acceptance, Opportunities, E-learning, Business Education

Introduction

The emergence of e-learning technologies has transformed the delivery of higher education across the world, offering new methods of instruction that align with evolving pedagogical trends and digital innovations. Universities are increasingly leveraging online platforms, virtual classrooms, and multimedia tools to enrich academic engagement and enhance the accessibility of business education. In Nigeria, the educational sector is progressively embracing digital transformation, with Kwara State serving as a prominent example of this evolution. University business education programmes within the state are beginning to harness the potential of e-learning technologies to modernize curriculum delivery, broaden student participation, and promote flexible learning environments.

This paper explores the acceptance of e-learning technologies and the opportunities they present for university business education programmes in Kwara State. It highlights the strategic integration of digital tools that can strengthen instructional outcomes, support blended learning models, and foster innovation in academic practice—positioning business education to meet the demands of a globally connected economy.

For e-learning technologies to be fully accepted as an instructional alternative, it is essential to assess their quality from the perspective of users, including business educators, learners, institutions, evaluators, content designers, and others. While quality is a relative term and may vary among users, educators might focus on the quality of teaching, assessments, and post-class activities. Learners, on the other hand, may consider the ease of attending lectures, submitting assignments, and using the same technology for final exams. Institutions might evaluate the quality of management, cost-effectiveness, learner satisfaction, qualifications, completion, and graduation rates. Typically,

all technologies aim to make work easier and more convenient. As noted by Nwabufo and Nnaji (2021), "Despite the advancements in technology that now make many previously unimaginable things possible, the transition to e-learning has not been as smooth as desired. For a technology to be accepted, it must be comprehensive, reliable, and dependable in addressing its intended issues." In other words, for e-learning technologies to be adopted for teaching and learning business education courses, educators, learners, program designers, assessors, school managers, and all stakeholders in education must be able to work efficiently and effectively with them.

E-learning technology will not be widely accepted if learners cannot use it comfortably to complete their studies, and educators will reject it if it does not assist in teaching, assessing, researching, managing, and counselling students. Similarly, if program designers, examiners, school managers, and other stakeholders cannot function effectively using e-learning technologies, its acceptance becomes questionable. According to David (2016), for e-learning to be fully accepted and effectively utilized in teaching business education, there must be learning management system (LMS) platforms, knowledge bases, project management software, video editing tools, note-taking tools, lesson planning software, self-assessment solutions, presentation creation tools, and communication tools. Additionally, essential supporting tools include reliable hardware (especially computers), faster internet connectivity/improved bandwidth, enhanced software, appropriate e-learning policies, stable electricity, relevant content in appropriate languages, awareness of the value of e-learning, and improved training for educators at all levels.

For e-learning to gain widespread acceptance, there must be sufficient availability of computer systems and accessories, such as input devices like keyboards, scanners, joysticks, barcode readers, and microphones. Output devices like monitors, speakers, and central processing units (CPUs) with adequate memory capacity are also essential. Additionally, reproducing devices such as printers, photocopiers, and duplicating machines, along with storage devices like CD-ROMs (rewritable and non-rewritable), flash drives, hard disks, and films, should be available. Fast and reliable internet connectivity is a crucial factor for the acceptability of e-learning technologies, especially for synchronous use. Users can become discouraged when internet services fluctuate or break. Alternatively, the availability of data where Wi-Fi is not accessible is another important factor, and the cost of data should be affordable for users intending to work online.

E-learning technologies offer significant opportunities for educators as they implement curricula, considering the diverse backgrounds, personalities, and motivations of learners. As noted by Nwokike (2019), these technologies provide several benefits, such as enhancing instructor performance, allowing both educators and learners to study at their own pace, reducing the stress of traditional classroom settings, and saving time and energy. Additionally, e-learning boosts educators' confidence in their teaching, whether in-person or through media, and allows them to monetize their knowledge by making it accessible to a broader audience. E-learning offers numerous benefits for business education. This is as asserted by Sogbeye et al. (2021) including eliminating the need for long-distance travel to access desired education.

E-learning provides a convenient, on-demand learning experience that can be accessed anytime and anywhere. E-learning is a self-paced and private learning system that is highly flexible for learners, utilizing media resources to enhance understanding. Its reputation stems from the ability to store content in devices, allowing the same material to be accessed repeatedly. Additionally, e-learning makes it easier to track learners' progress, and the learning material remains consistent for all users, regardless of when or where they access it. According to INDIC Education (2023), e-learning technologies offer many benefits, such as personalizing and customizing learning experiences. They help identify students' learning gaps and needs, allowing educators to tailor content and provide remedial instruction. E-learning enables immediate feedback on online assignments and tests through recorded verbal responses. Courses often allow retaking formative assessments to improve scores. Learning and guidance can occur anytime, anywhere, making it possible for learners to study any subject from any location. E-learning also supports teacher professional development and has decentralized education, making it more accessible and inclusive for everyone.

Statement of the Problem

The ongoing digital transformation in education has led universities across the globe to re-evaluate traditional teaching models and integrate e-learning technologies into academic curricula. In Nigeria, especially within Kwara State, institutions offering business education programmes are gradually adopting these tools to enhance teaching and learning experiences. However, while various initiatives have introduced e-learning platforms into university settings, there is limited empirical evidence on the extent to which these technologies have been accepted by educators and students, or how they are being leveraged to unlock new academic and professional opportunities in business education.

Despite the growing presence of digital tools, questions remain about the institutional, instructional, and cultural readiness to embrace e-learning as a transformative strategy. Without a clear understanding of stakeholders' acceptance levels and the perceived opportunities of these technologies, efforts to sustain digital innovation in university business education may fall short. Therefore, this study seeks to explore how business educators and students in Kwara State universities accept e-learning technologies and identify the tangible opportunities they offer for enhancing educational outcomes, improving skill acquisition, and fostering globally relevant business competencies.

Research Questions

The following research questions guided the study:

1. To what extent are e-learning technologies accepted by business educators and students for university business education programme?
2. What opportunities are available to business educators and students in public and privately owned universities using e-learning technologies for business education programme?

Research Hypotheses

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

H₀₁ There is no significant difference between the mean ratings of business educators and students regarding the level of acceptance of e-learning technologies for university business education programme.

H₀₂ There is no significant difference between the mean ratings of respondents in public and privately-owned-universities on the opportunities available in the use of e-learning technologies for university business education programme.

Methodology

This study employed a descriptive survey design to investigate the acceptance and opportunities of e-learning technologies in university business education programmes across Kwara State, Nigeria. The target population comprised business educators and students involved in business education programmes across universities in Kwara State, totaling 664 individuals. A sample size of 250 participants was determined using Taro Yamane's (1967) sampling formula, ensuring a representative subset of the population for valid statistical inference. Data were collected using a structured questionnaire titled Acceptance and Opportunities of E-Learning Technologies for University Business Education Programme Questionnaire (AOETUBEPQ). The instrument was validated by experts in business education and statistics and it achieved a reliability coefficient of 0.85 using Cronbach's alpha, indicating high internal consistency.

The questionnaires were administered in person to ensure broad reach and convenience. Participants were briefed on the purpose of the study, and informed consent was obtained. Anonymity and confidentiality were maintained throughout the data collection process. Collected data were analyzed using descriptive and inferential statistics: Descriptive statistics: Frequency counts, percentages, and mean scores were used to summarize participants' responses. Inferential statistics: Independent sample t-tests were conducted to examine differences in acceptance levels between educators and students. All tests were performed at the 0.05 level of significance using statistical software.

Research Question One: To what extent are e-learning technologies accepted by business educators and students for university business education programme.

Table 1: Mean of respondents on the extent of acceptance of e-learning technologies by business educators and students for university business education programme.

S/N	Items	Mean		Remarks
1	Teleconferencing technologies are well accepted in my institution.	1.88	0.89	Low Extent
2	YouTube technology is well-accepted for teaching and learning at my university.	2.08	0.96	Low Extent
3	Interactive White Board technology is accepted for teaching and learning in my institution.	2.73	0.94	High Extent
4	E-mail technology is accepted for teaching and learning in my institution.	2.81	0.83	High Extent
5	Podcast technology is well-accepted for teaching and learning in my university.	1.84	1.09	Low Extent
6	CD-ROM Package is accepted in my university for teaching and learning.	2.19	1.14	Low Extent
7	Digital Library technology is well-accepted in my institution.	2.68	0.08	High Extent
8	Skype technology is accepted for teaching and learning in my institution.	2.77	1.06	High Extent
9	Internet technology is well accepted for teaching and learning in my institution.	3.42	0.81	Very High Extent
10	Google technology is accepted by my institution.	3.61	0.82	Very High Extent
11	PowerPoint technology is well accepted for Presentation in my institution.	3.95	1.10	Very High Extent
12	Zoom technology is accepted in my institution.	2.74	1.26	High Extent
13	Blog technology is well accepted in my institution.	1.73	1.10	Low Extent
14	Slack technology is accepted for teaching and learning in my institution.	1.02	1.03	Very Low Extent
15	Skype for Business Technology is well accepted in my institution for teaching and learning.	2.84	1.08	High Extent
Weighted Mean		2.55		Great Extent

Source, Field Survey, 2025

Table 1 reveals the extent of acceptance of e-learning technologies by business educators



and students for universities business education programme. Respondents rated the following items of the constructs to a low extent; teleconferencing technologies are well-accepted in my institution (mean = 1.88), and YouTube technology is well-accepted for teaching and learning at my university (mean = 2.08) while they rated to high extent the acceptance of interactive whiteboard technology for teaching and learning in their institution (mean = 2.73).

E-mail technology is accepted for teaching and learning in their institution (mean = 2.81). Similarly, their acceptance ratings of Podcast technology for teaching and learning in their university were to a low extent (mean =1.84) while that of the CD-ROM Package for teaching and learning was to a high extent (mean = 2.19). Similarly, their ratings in the following constructs indicated a high extent in the acceptance of digital library technology in their institution (mean = 2.68), skype technology is accepted for teaching and learning in their institution (mean = 2.77), Internet technology is well-accepted for teaching and learning in my institution (mean = 3.42), Google technology is accepted in my institution (mean = 3.61).

PowerPoint technology is well accepted for Presentation in my institution to a very high extent (mean = 3.95). Zoom technology is accepted in my institution to a high extent (mean = 2.74), Blog technology is well accepted in my institution to low extent (mean = 1.73), and Slack technology is accepted for teaching and learning in my institution to a very low extent (mean=1.02). Skype for Business Technology is well-accepted in my institution for teaching and learning to a high extent (mean = 2.84). In summary, the respondents indicated that acceptance of e-learning technologies by business educators and students for university business education programme is in a great extent with weighted mean of (\bar{x} =2.55).

Research Question Two

What opportunities are available to business educators and students using e-learning technologies for university business education programme?

Table 2: Mean of respondents on the opportunities available to business educators and students using e-learning technologies for university business education programme.

S/N	Items	Mean		Remarks
1	Teleconferencing technologies support face-to-face interaction in teaching and learning.	2.72	0.80	Agreed
2	With electronic learning technologies, examination malpractices can be curtailed.	2.97	0.92	Agreed
3	With Interactive White Board, group learning is made easier in my institution.	2.99	0.97	Agreed
4	With electronic learning technologies, the use of pen and paper in universities would soon be a thing of the past.	3.24	1.17	Agreed
5	Power Point technology makes presentations work easier in my university.	2.74	0.93	Agreed
6	With Google technologies, assignments are completed easily in my institution.	2.70	0.79	Agreed
7	With You Tube technology, I learn from educators in foreign countries.	1.76	0.80	Disagreed
8	With Skype for Business technology, evaluation of my students is made easier.	1.34	1.08	Strongly Disagreed
9	With the Internet, my research work is made faster and easier.	3.60	0.77	Strongly Agreed

10	With Zoom technology, I teach my students from the comfort of my home.	3.01	1.18	Agreed
11	Slack technology supports collaborative teaching and learning in my university.	1.61	1.12	Strongly Disagreed
12	Internet technology enables research work in my institution.	3.46	0.72	Strongly Agreed
13	CD-ROM Packages help to store my business education contents.	3.86	0.90	Strongly Agreed
14	With Digital Libraries, my research activities are made seamless.	3.09	1.00	Agreed
15	Blogging is suitable for teaching and learning business education courses.	1.02	0.80	Strongly Disagreed
Weighted Mean		2.67		Agreed

Source, Field Survey, 2025

Table 2 reveals the mean responses of the respondents regarding the available opportunities in the utilization of synchronous and asynchronous e-learning technologies in teaching and learning business education courses. The respondents agreed to the following items of the construct; Teleconferencing technologies support face-to-face interaction in teaching and learning (mean =2.72), With electronic learning technologies, examination malpractices can be curtailed (mean = 2.97), With Interactive White Board, group learning is made easier in my institution (mean =2.99).

With electronic learning technologies, the use of pen and paper in universities would soon be a thing of the past (mean =3.24). PowerPoint technology makes presentations work easier in my university (mean = 2.74) and that with Google technologies, assignments are completed easily in my institution (mean = 2.70). Equally, respondents disagreed that; with YouTube technology, I learn from educators in foreign countries and with Skype for Business technology, evaluation of my students is made easier (mean = 1.76 and 1.34).

While they strongly agreed that; with the Internet, their research work is made faster and easier (mean =3.60) also with Zoom technology, I teach my students from the comfort of my home (mean = 3.0) and disagreed that Slack technology supports collaborative teaching and learning in their university (mean = 1.61). Similarly, respondents strongly agreed that; Internet technology enables research work in my institution (mean = 3.46), CD-ROM Packages helps to store my business education contents (mean = 3.86) and agreed that With Digital Libraries, my research activities are made seamless (mean = 3.09).

Respondents disagreed that Blogging is suitable for teaching and learning business education courses (mean = 1.02). In summary, the respondents agreed that; opportunities are available in the utilization of synchronous and asynchronous e-learning technologies for university business education programme, with weighted mean of (\bar{x} =2.67).

Test of Hypotheses

The hypotheses of the study were tested using Independent Sample t-test at 0.05 level of significance. The summary of the test is presented in Table 3 and 4 as follows:

H₀₁ There is no significant difference between the mean ratings of business educators and students regarding the level of acceptance of e-learning technologies for university business education programme.

Table 3: Summary of t-test of the difference between the mean ratings of Business Educators and Students respondents on the level of acceptance of e-learning technologies for university business education programme.

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Business Educators	27	2.13	0.64	-.670	220	0.504	Retained
Student	195	2.19	0.55				

Source: Field survey, 2025

P>0.05

Table 3 reveals that there are 27 business educators and 195 students from selected private and public universities in Kwara state. The table reveals that acceptability of e-learning technologies by business educators and students for university business education programme is in high extent with weighted mean of ($\bar{x} = 2.55$). Their responses are close to the mean. The Table also revealed that there is no significant difference between the mean ratings of business educators and students regarding the level of acceptance of e-learning technologies for universities business education programme in Kwara state ($t_{220} = -.670, P > 0.05$).

Therefore, the null hypothesis that state that there is no significant difference between the mean ratings of business educators and students regarding the level of acceptance of e-learning technologies for universities business education programme in Kwara state was not rejected. This implied that educators and students differ not significantly in their mean responses regarding the level of acceptance of e-learning technologies in teaching and learning business education courses in universities.

H₀₂ There is no significant difference between the mean ratings of respondents in public and privately-owned-universities on the opportunities available in the use of e-learning technologies for university business education programme.

Table 4: Summary of t-test of the difference between the mean ratings of respondents in public and privately owned universities on the opportunities available in the use of e-learning technologies for university business education programme .

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Public	199	1.94	0.49	-.027	220	0.978	Retained
Private	23	1.93	0.38				

Source: Field survey, 2025

P > 0.05

Table 4 reveals that there are 199 respondents from public universities and 23 respondents from private university in Kwara state. The table reveals that the respondents agreed that; opportunities are available in the utilization of synchronous and asynchronous e-learning technologies for university business education programme, with weighted mean of ($\bar{x} = 2.67$). Their responses are close to the mean. The Table also revealed that there is no significant difference in the mean ratings of respondents in public and privately-owned-universities on the opportunities available in the use of e-learning technologies in teaching and learning business education courses ($t_{220} = -.027, P > 0.05$). Therefore, the null hypothesis that state that there is no significant difference in the mean ratings of respondents in public and privately-owned-universities on the opportunities available in the use of e-learning technologies for universities business education programme in Kwara state was not rejected.

This implied that respondents from public and privately owned universities differ not significantly in their mean responses regarding the opportunities available in the use of e-learning technologies in teaching and learning business education courses.

Discussion of Findings

This research was specifically carried out to examine the acceptance and opportunities of electronic learning technologies for university business education programme. Two research questions were raised to guide the study from which two null hypotheses were also raised. The first research question sought to determine the extent e-learning technologies are accepted by business educators and students for university business education programme. Hypothesis 1 derived from the question is that there is no significant difference between the mean ratings of business educators and students regarding the level of acceptance of e-learning technologies for university business education programme. Findings revealed that business educators' and students' acceptance is to a great extent with ($\bar{x} = 2.55$)

It was further revealed that there is no significant difference between the mean ratings of business educators and students regarding the level of acceptance of e-learning technologies for university business education programme $t_{220} = -.670, P > 0.05$. Therefore, the null hypothesis which states that "there is no significant difference between the mean ratings of business educators and students regarding the level of acceptance of e-learning technologies for university business education programme" was not rejected. This implied that business educators and students differ not significantly in their mean responses regarding the level of acceptance of e-learning technologies for university business education programme.

This finding supports the opinion of (Mamman & Saba 2021) in the significance of the study where they stated that the findings of the study will encourage business educators to develop skills and competencies in e-learning technologies for teaching and research and to understand the differences between various technologies in e-learning. These skills include pedagogical skills, which include principles and strategies in teaching for instance, learners-centered approach, collaborative learning, designing and implementing appropriate instructional strategies as well as classroom assessment and student engagement techniques.

It also supports the opinion of Chukwuemeke and Igborodowo (2024) who also found that there was no significant difference between the mean ratings of business educators and students on the level of acceptance of e-learning technologies. Their findings indicated that despite the numerous advantages of e-learning, its acceptance in Nigerian educational institutions is becoming higher. Their results also showed $t_{220} = -0.670, P > 0.05$, indicating that both groups had similar levels of acceptance towards e-learning technologies in business education.

Research question two examined the opportunities available to business educators and students using e-learning technologies in public and privately owned universities for business education programme. Null hypotheses 2 showed that there is no significant difference between the mean ratings of respondents in public and privately-owned universities on the opportunities available in the use of e-learning technologies for university business education programme. Findings revealed that Opportunities are available in the utilization of synchronous and asynchronous e-learning technologies by business educators and students in public and privately owned universities with weighted mean of 2.67. Null hypotheses 2 also revealed that there is no significant difference between the mean ratings of respondents in public and privately-owned universities on the opportunities available in the use of e-learning technologies for university business education programme $t_{220} = -.027, P > 0.05$ and so, the hypotheses was not rejected. This is also supported by Dada et. al. (2021). Who wrote on the benefits of virtual transmission of lesson in schools, among the benefits are: that e-learning encourages learning the use of multimedia systems presentations. Makes learners to be active during group discussion and host of others.

Conclusion

In conclusion, the acceptance of e-learning technologies for university business education programme presents a multitude of opportunities. Business Educators and students who embrace these technologies can benefit from increased flexibility, improved engagement, and a wealth of digital resources at their fingertips. However, the successful implementation of e-learning technologies requires careful consideration of various factors. Technical challenges such as internet connectivity issues and hardware limitations among others must be addressed to ensure a seamless learning experience.

Policymakers, university administrators, and curriculum planners play a crucial role in facilitating the acceptance of e-learning technologies. By investing in robust ICT infrastructure, promoting professional development, and developing quality e-learning content, they can create an enabling environment for e-learning to thrive. Collaboration with industry partners and international institutions can further enhance the quality and relevance of business education programs.

Recommendations

Based on the findings of this study, the following recommendations which stems from the findings and tailored towards the purposes of the study are made.

1. Business educators and students should sustain the high extent of acceptance of e-learning technologies by following the frequent changes in technologies. This changes quickly innovates new and improved versions of devices rendering current ones obsolete.
2. Business educators and students in public and privately owned universities should leverage on the opportunities presented by both synchronous (real – time) and asynchronous (self-paced) e-learning technologies. This blended approach can provide flexibility, personalization and collaboration.

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