



## Availability and Utilisation of E-Learning Facilities among Business Education Students in Universities in Osun State, Nigeria.

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### Abstract

The study examined the availability and utilisation of e-learning facilities among Business Education students in universities in Osun State, Nigeria. A descriptive survey research design was adopted for the study. The population comprised students and lecturers in the Departments of Business Education at Osun State University, Osogbo, and the University of Ilesha, Osun State. A sample of 200 students and 20 lecturers were drawn from the entire population using a simple random sampling technique. Two research questions and one hypothesis guided the study. Data were collected using two validated instruments: Availability of E-learning Facilities (AEF) and Utilisation of E-learning Facilities (UEF). The reliability of the UEF instrument was established using Cronbach's alpha, yielding a coefficient of 0.78, which indicated high reliability. Data analysis was carried out using mean and standard deviation to answer the research questions, while simple linear regression was employed to test the hypothesis. The findings revealed that the availability of e-learning facilities was low (Grand Mean = 1.97), indicating inadequate infrastructure across the institutions studied. The study further showed that the utilisation of available e-learning facilities was also low (Grand Mean = 2.18), suggesting that even the limited resources were not effectively used. This low utilisation was found to be largely influenced by inadequate availability of facilities, as well as possible gaps in digital literacy and institutional policy frameworks. The result of the hypothesis indicated a significant positive relationship between the availability and utilisation of e-learning facilities. Based on these findings, the study recommends that university management should prioritise investment in essential e-learning infrastructure, including reliable high-speed internet connectivity, functional computer laboratories, and access to licensed Learning Management Systems such as Moodle and Canvas. In addition, universities should develop and enforce policies that mandate the integration of e-learning tools into the Business Education curriculum to enhance utilisation.

**Keywords:** Availability, utilization, E-learning facilities

## 1. Introduction

The role of e-learning facilities in teaching and learning has become one of the most important and widely discussed issues in contemporary education policy. E-learning is an important factor in this information age so much so that when properly adopted and applied holds a great promise to improving teaching and learning in educational institutions. It is an important instructional tool to facilitate the transfer of many types of information and an effective means of communication in colleges and universities. Okocha, (2021) observes that e-learning or internet-based instruction has been manifested in one-to-one (teacher-to-student), one-to-many (teacher-to-group) and many-to-many (group-to-group) approaches to instruction.

E-learning is the application of a whole range of technologies involved in information processing and electronic communications, such as computer, internet, e-mail, computer software, satellite, mobile communication gadgets, and other allied devices for dissemination of knowledge and information. It involves the application of computer and information technology in teaching and learning (Adesoji, 2012). Kozlova and Pikhart (2021) in their own views, said that, e-learning comprise computer and ICT materials and applications which aid information collection and dissemination, research and global exchange of ideas that are critical for advancing meaningful educational initiatives and understanding issues related to global development.

The introduction of e-learning facilities to the education systems are aimed at improving educational delivery and preparing students for a significant role in an information age. Abidoye (2010) affirmed that e-learning gives learners an opportunity to broaden their knowledge because they can learn on their own and that increases learners' level of confidence and interdependence. It is an important instructional tool to facilitate the transfer of many types of information and an effective means of communication in schools and colleges (Abanikanda & Fadele, 2024).



Ozioma and Offordile (2011) noted that teachers are able to fashion a focused and relevant assignment for discussion between students and teachers, and among students through e-learning devices. ICT has greatly influence and affected innovation and development in almost all sectors and works of life (Ratnasari et.al, 2023, Zahraani, 2023). Abanikanda and Fadele (2024) cited Webb et.al (2004) reports that e-learning is the application of a whole range of technologies involved in information processing and electronic communication, such as computer, internet, e-mails, computer software, satellite, mobile communication gadget and others allied electronic devices for dissemination of knowledge and information. It was further stated that e-learning if integrated into education program could attract the following benefits to the students, lecturers and other stakeholders in business education.

The growth in internet technology and its application in education have made teaching and learning less burdensome, effective and result oriented by providing avenue for sharing idea and information. Teaching materials can be prepared by teachers and delivered to students using e-learning devices such as power point presentation, video tutorials, e-books, computer based training and web training. In spite of numerous potentials, and benefits of using e-learning facilities among students of business education, the availability and utilization of these devices to the learners pose a problem in some quarters. Abanikanda and Fadele (2024) cited in Omolayole (2012) points out three strong reasons that stand against the effective access of e-learning facilities in Nigerian tertiary institutions. Each of the factors she has mentioned has a resultant effect on availability and utilisation of e-learning facilities.

The factors are low level of computer culture, poor telecommunications infrastructure and general lack of awareness. E-learning has become popular in business education, but many lectures and students do not have required skills and competency in the utilization of e-learning to demonstrate and impacting the skills to the learners. In addition, inadequate supply of energy required to campuses for effective teaching and learning has hindered the utilization of the e-learning facilities. Based on these reasons, the researcher interest was aroused to investigate the availability and utilization of e-learning facilities among business education students in universities in Osun State, Nigeria.

## 2. Statement of the Problem

The integration of e-learning facilities into higher education has become essential for enhancing teaching effectiveness, improving learning outcomes, and preparing students for participation in a digitally driven economy. In Business Education particularly, where technological competence is a core requirement, e-learning tools such as computers, internet connectivity, and Learning Management Systems are expected to play a central role in facilitating knowledge acquisition and skill development. Despite these expectations, evidence from many Nigerian universities suggests that the potential of e-learning has not been fully realised, raising concerns about the readiness of institutions and students to meet modern educational demands.

In universities in Osun State, the situation appears more critical, as anecdotal observations and existing studies indicate persistent challenges related to inadequate infrastructure, limited access to digital resources, and poor integration of technology into teaching and learning processes. These challenges may significantly affect not only the availability of e-learning facilities but also their effective utilisation by both lecturers and students. While some institutions may possess certain e-learning tools, their mere presence does not guarantee meaningful use, suggesting that other factors such as digital literacy, institutional policies, and support systems may also influence utilisation.

Furthermore, the relationship between the availability of e-learning facilities and their utilisation remains insufficiently explored within the context of Business Education in Osun State universities. It is unclear whether low utilisation is primarily a consequence of inadequate availability, or whether other underlying factors are responsible for the observed gap between access and usage. This uncertainty creates a critical knowledge gap that limits the ability of stakeholders to design targeted interventions for improving e-learning adoption.

Therefore, the problem of this study centres on the apparent mismatch between the expected role of e-learning in enhancing Business Education and the realities of its availability and utilisation in universities in Osun State. Without empirical evidence establishing the extent of availability, the level of utilisation, and the nature of the relationship between these variables, efforts to improve digital learning may remain ineffective. It is against this backdrop that this study investigates the availability and utilisation of e-learning facilities among Business Education students, with a view to providing evidence-based insights for improving teaching and learning practices.

## 3. Purpose of the Study

The main aim of the study is to investigate the availability and utilization of e-learning facilities among business education students in Universities in Osun State, Nigeria. Specifically the study sought:

1. ascertain the availability of e-learning facilities for the Teaching and Learning of business education students in Osun State.
2. ascertain how often e-learning facilities are utilized for the Teaching and Learning of business education students in Osun State.



#### 4. Research Questions

The following research questions were raised to guide the study:

1. To what extent are e-learning facilities available for the Teaching and Learning of Business education students in Osun State?
2. How often are e-learning facilities utilized for the Teaching and Learning of Business Education students in Osun State?

#### 5. Hypothesis

One hypothesis was formulated to guide the study.

**H<sub>0</sub>:** There is no significant relationship between the availability and utilization of e-learning facilities.

#### 6. Methodology

The study examined the availability and utilisation of e-learning facilities among Business Education students in universities in Osun State, Nigeria. To achieve this objective, a descriptive survey research design was adopted. The population of the study comprised both students and lecturers in the Departments of Business Education at Osun State University, Osogbo, and the University of Ilesha, Osun State. From this population, a sample of 200 students and 20 lecturers were selected using a simple random sampling technique.

Two instruments were developed and used for data collection, namely: Availability of E-learning Facilities (AEF) and Utilisation of E-learning Facilities (UEF). For the AEF instrument, respondents (both students and lecturers) rated the availability of various e-learning facilities using a Likert scale ranging from 1 (Not Available) to 5 (Highly Available). Similarly, for the UEF instrument, respondents rated the frequency of utilisation of the available facilities on a Likert scale ranging from 1 (Never Used) to 5 (Always Used). While a questionnaire was employed to gather data on utilisation, an inventory checklist was used to assess the availability of e-learning facilities.

To ensure validity, the instruments were reviewed by two experts: one from the Department of Business Education and another from the Department of Computer Science at Ekiti State University, Ado-Ekiti. The reliability of the UEF instrument was determined using Cronbach's alpha, which yielded a coefficient of 0.78, indicating that the instrument was highly reliable.

In terms of procedure, the instruments were administered directly to the respondents in their respective institutions, and all copies were retrieved immediately after completion. For data analysis, mean and standard deviation were used to answer the research questions, while simple linear regression analysis was employed to test whether the availability of e-learning facilities significantly predicts their utilisation.

#### 7. Results:

Research Question 1: To what extent are e-learning facilities available for the Teaching and Learning of Business education students?

Table 1: Mean and Standard Deviation of Availability of E-learning Facilities

S/N	E-learning Facilities	Mean	STD	Remark
1	Computer Systems	2.10	0.85	Low Availability
2	Internet Connectivity	1.95	0.90	Low Availability
3	Projectors	2.50	1.10	Moderate Availability
4	Learning Management Systems (e.g., Moodle)	1.80	0.75	Low Availability
5	Smartboards	1.50	0.60	Low Availability
<b>Grand Mean</b>		<b>1.97</b>		<b>Low Availability</b>

Table 1 shows the grand mean score of 1.97 (on a 5-point scale) indicates that the overall availability of e-learning facilities for Business Education in Osun State universities is low. The standard deviation values suggest that there is some consensus among respondents regarding the lack of these facilities, though there is slight variation in the perception of items like projectors (SD = 1.10), indicating less uniformity in their availability across institutions.

Research Question 2: How often are e-learning facilities utilized for the teaching and learning of Business Education students?

Table 2: Mean and Standard Deviation of Utilisation of E-learning Facilities

S/N	Utilisation of E-learning Facilities	Mean	STD	Remark
1	Use of Computers for assignments	2.30	0.95	Low Utilisation
2	Access to internet for research	2.05	1.00	Low Utilisation
3	Use of projectors by lecturers	2.80	1.15	Moderate Utilisation
4	Interaction on LMS for course materials	1.60	0.70	Low Utilisation
5	Use of e-libraries	2.15	0.88	Low Utilisation
<b>Grand Mean</b>		<b>2.18</b>		<b>Low Utilisation</b>

Table 2 reveals the grand mean score of 2.18 shows that the utilisation of e-learning facilities is also low. While availability is low (Table 1), the utilisation of the few available facilities is equally poor. The standard deviation for items like "Use



of projectors by lecturers" (SD = 1.15) indicates a wide disparity in teaching methods, with some lecturers frequently using available tools and others rarely doing so.

### Hypothesis Testing

H<sub>0</sub>: There is no significant relationship between the availability and utilization of e-learning facilities.

Table 3: Linear Regression Analysis Summary for Availability Predicting Utilisation

Model	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t	Sig. (p value)
(Constant)	0.985		4.32	0.000
Availability	0.542	0.610	8.95	0.000
R	0.610			
R Square	0.372			
F	80.10			

In table 3, the regression model was statistically significant ( $F = 80.10$ ,  $p < 0.001$ ), indicating that the availability of e-learning facilities is a significant predictor of its utilisation. The R Square value of 0.372 means that availability alone accounts for 37.2% of the variance in utilisation. Therefore, the null hypothesis (which would typically state no significant relationship) is rejected. There is a significant positive relationship between availability and utilisation.

### 8. Discussion of Findings

The findings from this study revealed a critical challenge in the integration of technology within Business Education in Osun State universities.

The first finding of this study revealed that inadequate infrastructure which shows the details analysis of the low mean scores for availability (Grand M = 1.97) align with the common challenges faced in many Nigerian public universities. This finding is also align with Abanikanda and Fadele (2024), who all noted that the poor performance of students in business education point to a possible gap in digital literacy and institutional policy. The fact that projectors showed the highest mean in both availability and utilisation suggests that "traditional" e-learning tools are more common, while sophisticated interactive platforms are neglected. This finding collaborates with Adesoji, (2012), noted that students' perception of the effectiveness of ICT use in improving teaching and learning are significant low. The result of the hypothesis revealed that there exist a when facilities are present, functional, and accessible (availability), students and lecturers are more likely to incorporate them into the teaching and learning process.

### 9. Conclusion

This study was designed to examine the availability and utilisation of e-learning facilities among Business Education students in universities in Osun State, Nigeria. Based on the findings, it is evident that the study's objective has been achieved, revealing a critical gap between the expected role of e-learning in modern education and its practical implementation within the studied institutions.

The study established that the availability of e-learning facilities is generally low, as reflected in the poor infrastructure, limited access to essential digital tools, and inadequate technological support systems. Consequently, the utilisation of the few available facilities is also low, indicating that access alone does not automatically translate into effective use. This situation suggests deeper issues such as insufficient digital competencies, weak institutional policies, and poor integration of technology into instructional practices.

Furthermore, the study confirmed a significant positive relationship between the availability and utilisation of e-learning facilities, demonstrating that improved access to these facilities directly enhances their use in teaching and learning. This implies that the persistent low utilisation is largely driven by infrastructural deficiencies rather than lack of relevance or willingness among users.

In conclusion, the findings underscore that without substantial improvement in the availability of e-learning infrastructure, efforts to promote digital learning in Business Education will remain ineffective. Addressing this foundational gap is therefore essential for achieving meaningful integration of e-learning and improving educational outcomes in universities in Osun State.

### 10. Recommendations

Based on the findings and conclusion, the following recommendations are made:

1. Institutional Investment in Infrastructure: University management in Osun State should prioritize the procurement and installation of essential e-learning infrastructure, particularly reliable high-speed internet connectivity across campuses, functional computer laboratories, and access to licensed Learning Management Systems (LMS) like Moodle or Canvas.



2. Policy on Compulsory Integration: Universities should develop and enforce a policy mandating the integration of e-learning tools into the Business Education curriculum. This policy should require that a certain percentage of course content and assessments be delivered via digital platforms to compel utilisation once availability improves.
3. Capacity Building for Lecturers and Students: Given the low utilisation scores, periodic training workshops should be organized for the 20 lecturers and student representatives to improve digital literacy. Training should focus on how to effectively use available tools to enhance pedagogical delivery and learning outcomes, moving beyond the use of basic tools like projectors.
4. Public-Private Partnerships (PPPs): Universities should explore partnerships with technology firms and telecommunications companies to subsidize the cost of providing e-learning facilities and data bundles for students, ensuring that availability translates to equitable access and utilisation.

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