

## ONLINE RESOURCE USAGE AND BUSINESS PERFORMANCE OF STUDENTS IN TERTIARY INSTITUTIONS IN BAYELSA STATE

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### ABSTRACT

*The purpose of the study was to investigate online resources usage and business performance of students in tertiary institution in Bayelsa State. Population of the study was 215 final year business education students from three tertiary institution in Bayelsa State that offer business education. Data collection instrument was through a researcher-design titled Online Resources Usage and Academic Performance of Business Education Students Questionnaire (ORUAPBESQ). The analysis for research questions and to test the null hypotheses at 0.05 level of significance was the Pearson Product Moment Correlation (PPMC). Some of the result amongst others showed that undergraduate student in tertiary institution in Bayelsa State showed a weak response indicating the relationship that exists between online resources usage and academic performance of business education student's tertiary institution in Bayelsa State is weak. The implication of the study is that findings of the study would provide useful information that will assist lecturers of business education at all levels to improve on the use of online resources in the teaching and learning of business education courses. It was recommended among others that; alternative power supply should be made available in the department of business education in all schools to ensure constant power supply for internet and e-learning services, and there should be short term training courses for both teachers and students on e-learning in Nigeria institution of higher learning. Also computer laboratories with internet facilities should be provided for all business education departments in universities and college of education in Nigeria.*

**Keywords: Online Resource Usage, Business Performance, Students, Technology**

### INTRODUCTION

Online resources or online media comprises of activities that involve socializing and networking online through words, pictures and videos. Kaplan and Haenlein (2010) defined social media (online media) as a group of internet-based applications that build on the ideological and technological foundations of Web2.0, and that allows the creation and exchange of user-generated content. It depends on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss and modify user-generated content.

Online media's most distinctive aspects are the potential to transform from a way of pushing content outward to a way of inviting conversation, exchanging information, and invoking unparalleled individual, industrial, societal, and even global changes. The availability of high speed internet broadband connection with massive use of desktop computer, laptops, e-

readers, facebook, youtube, and smartphones enables millions of people to actively engage in social media, text messaging, content sharing, online-learning and much more.

Online media used in teaching are efforts to make improvements or to enhance the quality of teaching and learning process. In addition, the online media has the advantage of being able to combine a variety of different media such as text, images, animations, video and sound. Media online for education used is like watching news online and view videos related to subjects, while for media online for non-education which is entertainment that is like a video game online. Online media is interactivity where the user does not obtain or communicate in one way only, but users can communicate bilaterally in obtaining information, and also carry out activities. To find out more about online media that are used for educational and non-educational, there are several review of previous studies.

The internet in the present technological era has become a credible source of up-to date information for research. Utilization of Online Resources by Business education students is in line with the FRN (2004) objective on Computer education which states that students at all levels of educational system should utilize ICT (Internet) to enable them complete their education and successfully enter labour force after graduation.

The use of online resources platform among young and old students is on the increase like never before. Young people spend larger portion of their time on online platforms such as facebook, whatsapp, twitter, and google, chatting, downloading and sharing pictures, social events and all manner of information even during lecture sessions. Students are not left out in the net of social media as messages and notifications sometimes pop into their devices even while learning.

While online resources are laudable for making it easy for people to stay in touch with friends, colleagues and family members. It has been observed that many students have divided attention even right in the classroom as they chat and switch from one social media platform to another. Students tend to pay more attention to their smartphones and other devices used for networking than they do on their study both in class and at home. There is a growing mixed concern among parents and educators about how online resources affect the learning habits of university students. Students are spending more time on networking sites but researchers are yet to ascertain how the online resources culture rampant in our time affects learner's performance in higher institutions, especially among Business education students in Bayelsa state. Hence, a gap in knowledge has been created.

To address these problems, there is need to empirically study and ascertain whether the use of electronic library, Youtube and Google Doc. as an aspect of online resources enhances learning and their performances among business education students in tertiary institutions in Bayelsa state, so as to make a valued judgment.

### **Concept of Online Resources**

Online resource also known as e-resources or internet resources are digital or automated text such as e-books, e-journals, e-leaflets, e-magazines, and all other reading materials that are enabled to be viewed online using the computer or any other connected device.

Online or E-resources are the electronic representation of information which can be accessed via electronic system and computer network (IFLA, 2012). Online information resources are invaluable research tools that complement the print-based resources and are becoming more and more important for the academic community, nowadays (Egberongbe, 2011). The online resources have emerged as one of the primary sources of information for teaching learning activity and research. Although the present era is mainly depending on

online, most of the students do not have adequate knowledge and skills necessary to exploit those resources for e-learning.

Online assessment is a useful strategy that can be introduced into the general educational spectrum to further enhance and accelerate the pace of Nigerian educational growth and development. Online assessment is a novel approach to student assessment that pertains to process of tutoring, mentoring, and evaluating the level of students' educational attainment and academic achievement through the use of information technology. Some of these possible online assessment platforms according to Ipaye (2011) includes websites, wikis, blogs, second life, e-mail, twitters, course management systems, video/audio podcasts, Facebook, threaded discussion list, video/audio text chat, videoconferences software, among others. Online assessment could be perceived as a productive method that advances self-study and continuous testing and developmental assessment of students within the formal education spectrum. The use of online platforms for assessment of students promotes a system of student-teacher dynamism in relation to delivery and learning of specific lesson contents.

The online platforms could be perceived to mean integrated set of interactive online services that provides the teachers, students and other stakeholders in education with information, tools and resources to support and enhance educational delivery and management. It could also be a comprehensive system enabling secure web-based training and e-learning solution that employs a simple and intuitive user interface. The online platforms can be used mainly in educational institutions such as schools, colleges and universities (Timeless Learning, 2019). An effective learning platform will enable students to submit assignments for marking and assessment, communicate by mail and participate in life discussions and forums with other students and teachers and store work and notes online for use in assignments and revision outside normal school hours. It also enables students create an online portfolio, including digital photos and videos of performance as well as text.

Online resources are those which can be accessible through World Wide Web such as e-journals, e-books, e-databases, and online search engines; however, it comes under the broader term of electronic resources (Lavanya & Santharoban, 2018). Online resources connotes electronic or internet resources such as on-line databases, e-books, web-sites assignments, e-journals, on-line libraries, online encyclopedias, e-newspapers, e-mails, and online discussion forums. Available online resources for learning and used for students' project are academic journals database, search engines, electronic libraries, and blogs/forums.

According to Kenchakkanavar (2014) an online or electronic resource is defined as a resource which requires computer access or any electronic product that delivers a collection of data, be it referring to full text bases, electronic journals, image collections, other multimedia products and numerical, graphical or time based, as a commercially available title that has been published with an aim to being marketed. These may be delivered on CD ROM, on tape, via Internet and so on. They refer to information sources in electronic form. The different types of e-resources are, E-books, E-journals, eDatabases, CDs/DVDs, E-conference proceedings, E-Reports, E-Maps, E-Pictures/Photographs, E-Manuscripts, ETheses, E-Newspaper, Internet/Websites - Listservs, Newsgroups, Subject Gateways, USENET, FAQs, e-Magazines, e-Audio/ e-Images, Data/ GIS, Digital Library Projects, Electronic Exhibitions, e- Subject Guide, e-newsletters, E-conferences proceedings and Web search tools on a range of topic etc. Online resources are information that is accessible through a computer network and stored in the form of electrical signals, usually on a

connected computer.

### **Task Accomplishment**

The conventional methods of instruction, which is based on retention of facts rather than student engagement, have not maximized student learning (Stage, Muller, Kinzie, & Simmons, in Mohammad and Sugumaran, 2019). Barr and Tagg in Mohammad and Sugumaran, (2019) proposed a paradigm shift in college instruction that allows students to reap complete benefits of the undergraduate experience and name this new perspective of college instruction as active teaching and learning (Hallinger & Lu, 2013). This new method focuses on student learning (outputs) through active engaging learning rather than delivery of knowledge (input) that emphasizes passive learning only. Other different labels of active teaching are constructivist, experiential learning, and problem based learning.

However, the most important condition that needs to be fulfilled before active teaching could take place is that the lecturers and students must have a willingness to externalize and share their tacit knowledge in the classroom. The lecturers must know how to motivate students to express ideas and participate in the group discussion. In the meantime, the students must be willing to express opinions and ideas during the discussion session. Thus there is a need to understand intrinsic values that could motivate lecturers to instigate knowledge sharing amongst students and in turn establish active learning in the classroom. To assist in the process of motivating lecturers to instigate knowledge sharing amongst students and in turn establish active learning in the classroom, this research proposes two constructs of individual intrinsic values, namely, task accomplishment and attitude. Task accomplishment consist the elements of faith, means, contemplation, sincerity and goal obsession. Attitude consists of one element which is attitude towards university. All these are included in the conceptual framework.

### **Technology**

Okolocha and Nwadiani (2015) defined new technologies as the machine and equipment which are introduced in the work place to facilitate work processes. The authors further defined it as the use of scientific knowledge to produce goods and services useful to man. In order words, new technologies are current (different from obsolete) equipment and tools used in facilitating work processes for efficiency and effectiveness.

The use of these new technologies can help the students and teachers develop the competencies needed for the twenty-first (21st) century. Okafor (2017) further opined that business education in public universities in South East Nigeria would achieve the goals of teaching if such modern technological teaching aids like computers, electric typewriters, television sets, projectors, internet facilities among others are adequately utilized.

The relevance of new technology in teaching are numerous as the knowledge acquired may be used in distributing, buying, selling, marketing and servicing of products in e-commerce or via electronic system. New technology is relevant as it allows faster feedback, improved collaborative efforts between large groups of people, make distance and open learning easier. Eze (201536) pointed out that the benefits of new technologies in teaching include The use of new technology is more effective for teaching low cognitive materials than cognitive materials.

It is more suitable for teaching young people at digital age than old ones.

- Economic disadvantaged students benefit more from the use of modern technologies

than with conventional aids.

Students retain what they have learned better with new technologies than ordinary teaching aids.

It leads to more positive attitudes and independent learning in e-learning world.

The use of new technologies acts as a supplement to conventional instruction for higher achievement

### **Skill Acquisition Theory (Robert Dekeyser, 2007)**

Another theory which is important to this study is skill acquisition theory. The theory was developed by Robert Dekeyser in 2007. The theory postulates that development in knowledge has three stages declarative, procedural and automatic. Declarative knowledge refers to explicit knowledge about a topic; procedural knowledge is implicit knowledge that refers to behaviour. And automaticity occurs towards the end point of extensive practice; towards the point at which one has become completely expert in performing a task. From the perspective of skill acquisition theory, the sequence of these stages is crucial as is appropriate combination of abstract rules and concrete examples at the declarative stage.

The theory relates to this study in the sense that skill acquisition is task oriented and there is need to diagnose a task and break it down into its components in order to provide effective feedback. When it is not possible to conceptualize a task, then feedback becomes considerably less effective. The theory if adopted when teaching skill subjects will be helpful to learners as it follows the stages of learning a skill. The cognitive phase requires the identification and development of component parts of the skill which involves formation of a mental picture of the skill. Then through practicing the various components of the skill will be linked together. And constant practice will make the skill become automatic.

### **Research Design**

Correlational research design was utilized for this study. This design was considered appropriate for this study since information was collected from business education students in tertiary institutions in Bayelsa state to determine the extent to which they utilize online resources to improve their academic performance in Business education.

### **Population for the study**

The population of the study comprised 215 Final year Business education students in three tertiary institutions in Bayelsa State between 2021/2022 academic sessions. This institution includes Federal University, Otuoke, Niger Delta University, Wilberforce Island, Isaac Jasper Boro College of Education, Sagbama.

<b>S/N</b>	<b>Schools Under Review</b>	<b>Total</b>
1.	Niger Delta University Amassoma	86
2.	Federal University, Otuoke	78
3.	Isaac Jasper Boro College of Education	51
	<b>Total</b>	<b>215</b>

### **Researcher's Field Work (2022)**

### **Sample and sampling technique**

There was no sampling due to the manageable size of the population. Thus no need for sample and sampling technique.

### **Nature /Sources of Data**

The data used for the study was primary and secondary data. The primary data was a structures questionnaire and academic performance test that would be used in eliciting information from respondents while the secondary data were based on various views of authors, philosophers among others who have contributed to the study under review. Such as journalist publication, text book, internet and magazine.

### **Method of Data Collection/Instrumentation**

The instruments used for data collection were structured questionnaire and structured interview schedule. The instruments were designed by the researcher after a thorough review of literature. The questionnaire titled Online Resources Usage and Academic Performance of Business education students Questionnaire (ORUAPBESQ) was developed by the researcher and was divided into two parts (I & II). The first part raises questions base on the demography of the respondents while Part II analysis the dependent and independent variables of the study. The responses would be structured on 4-points likert scale of Strongly Agreed (SA) Agreed (A), Undecided (U), Strongly Disagreed (SD) and Disagreed (D) will be used. (5, 4, 3, 2, and 1). The figures in brackets are valves of the response options.

### **Method of Data Analysis**

The data collected from the respondents were analyzed and interpreted. The research question and Null hypothesis was tested at 0.5 level of significant using the Pearson Product Moment correlation coefficient (PPMC) method of analysis. However, this analysis method was subjected to the statistical Package for Social Science (SPSS) version of 20.0. Furthermore, to establish the range of relationship and descriptive level of association coefficient for each of the research questions, Ukwuije and Orluwene (2012) opined that any correlation coefficient (r) value ranging from point  $\pm 0.8 \pm 1.0$  would be regarded as very strong positive/negative relationship,  $\pm 0.6 - \pm 0.79$  as strong positive/negative relationship,  $0.4\pm - \pm 0.59$  as moderate positive/negative relationship,  $\pm 0.2 - \pm 0.39$  as weak positive/negative relationship and  $\pm 0.0 - \pm 0.19$  as very weak positive/negative relationship.

## **RESULTS**

### **Multivariate Analysis**

**Hypothesis 1** There is no significant relationship in moderating effect of technology and online resources on academic performance of Business education students in Bayelsa State.

Table 1 reveals that environment factors have a significant very strong positive effect on the relationship between online resources and academic performance of Business education students in Bayelsa State with r value of .80,  $p = 0.000$ . This means that the strong variable environment factor do significantly impact on the relationship between online resources and academic performance of Business education students in Bayelsa State.

## CONCLUSION

With the information technological breakthrough in the 21st century, e-learning has become an invaluable technology tool for teaching, learning and research. E-learning involves the use of technology to enhance learning including digital collaboration, satellite broadcasting, CDROMS, video and audio conferencing, mobile technology, interactive TV and web based technologies. E-learning has numerous advantages over the traditional method of teaching/learning. Despite these advantages however, the diffusion of e-Learning in business education is rather slow or imaginary in Nigeria. One of the reasons for this may be lack of proper information, negative perceptions amongst students and teachers and non-availability of e-learning facilities. This paper is of the opinion that adequate awareness about the potentials of e-learning in education and availability of facilities could motivate the students and teachers of business education to adapt to the more efficient and effective use of e-learning. The paper therefore, recommended that there should be awareness creation about the potentials and prospects of e-learning in education generally and business education in particular amongst others.

## RECOMMENDATION

Emanating from the findings, conclusions and contributions of the study, the below recommendations are made

1. There should be awareness creation about the potentials and prospects of e-learning in Nigerian institutions of higher learning.
2. There should be short training courses for both teachers and students on e-learning use, methods and procedures in business education.
3. Computer laboratories with internet facilities should be provided for all business education departments in universities, polytechnics and colleges of education in Nigeria.
4. Alternative power supply should be made available in the departments of business education in all schools to ensure constant power supply for internet and e-learning services.

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