



UTILIZATION OF E-LEARNING PLATFORMS AND THE TEACHING OF BUSINESS EDUCATION CONTENT IN PUBLIC UNIVERSITIES IN CROSS RIVER STATE, NIGERIA

By

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ABSTRACT

This study examined e-learning platforms and the teaching of Business Education content in public universities in Cross River State, Nigeria. To achieve the purpose of the study, two research questions were posed, and two null hypotheses were formulated to guide the study. Survey research design was adopted for the study, with a population of 63 Business Education Lecturers who participated in the study. Census sample was used since the population was small. The instrument for data collection was questionnaire titled "e-Learning Platforms and the Teaching of Business Education Content Questionnaire (ELPTBECQ)". The instrument was subjected to validation by three experts, two from Business Education and one from Measurement and Evaluation all from the University of Calabar. The reliability estimates of 0.71 was established for the instrument through Cronbach Alpha Method. Simple Linear Regression analysis was used as the statistical technique for data analysis and both null hypotheses were tested at .05 level of significance. The result revealed that Video conferencing and Zoom had significant influence on the teaching of Business Education content in public universities in Cross River State. Based on the findings, it was recommended, among others, that institutional management should provide video conferencing facilities to enable lecturers to use them for teaching content.

Introduction

Business Education is an aspect of educational programme offered at the higher institution of learning which prepares students for careers in business and other related discipline. It is education designed with the primary aim of elevating one's skills as well as providing citizens with the required skills to manage personal finances, teach at any educational level, secure gainful employment, be self-employed, and offer employment to others. Business Education programme according to Usip and Ukoima (2023) is that aspect of the total educational programme that provides the knowledge, skills, understanding and attitudes needed to perform effectively in the business world as a producer and/or consumer of goods and services that business offers. Ezenwafor (2025) noted that it is a programme which provides the recipients with competencies and skills needed in managing personal business affairs and using the services of the business world. Ebam and Ekunke (2025) maintained that the shift in business education demands sustained investment in lecturer development and modern teaching infrastructure to enhance their job



performance. Corroborating this development Chukwurah *et al.* (2021) maintained that the absence of employable skills can be counter-productive and the consequences can be devastating to both individuals affected and the society.

According to Ukoh, Usoro and Ukoima. (2026), it is very imperative to encourage online teaching in this aspect of educational programme as the world is gradually moving from traditionally recognized methods to a digital-based system. Onokpaunu (2016) affirmed that the future of education is in the internet, online universities are on the increase, making teaching and learning in the four corners of a classroom less significant. Uzo-Okonkwo and Oduh (2017) asserted that, the widespread availability of the information and communication technology (ICT) has precipitated a vast change in education and especially in the delivery of instructions. This depicts that effective teaching and learning cannot take place without the use of e-learning facilities in tertiary institutions. In the university system today, e-learning can complement lecturers' effort in so many ways such as in the classroom, in the area of research among others which assist in transforming teaching and learning with a student-centered approach. Technologies are used merely to replicate lectures in classrooms with the advantage that students can have access to them whenever and wherever as long as they have the internet connection.

Universities in Nigeria thrive on knowledge-based economy which calls for the adoption of e-learning platforms for management functions and teaching of courses. E-learning according to Ojeaga and Igbinedion, (2026) involves the use of e-learning platforms to enhance learning which include using digital collaboration, satellite broadcasting, CD-ROMS amongst others in the teaching course of contents through Internet, intranet/extranet (LAN/WAN), audio- and video-tape, satellite broadcast, interactive TV, CD-ROM, and so on. According to Amiaya (2025) e-learning refers to teaching and/or learning that takes place through the Internet. It is believed that e-learning can make the learning experiences richer, more engaging and more interactive. Thus, it provides faster learning at reduced costs, dramatically expands access to learning and assures clear accountability for all parties in the learning process. According to Okute and Nyiam (2019) this skills constitute the technical aspects the technical aspect of which the business centre operators are expected to demonstrate as they render diverse service to their clients.

E-learning platforms are web-based and mobile based technologies which are used to turn communication into interactive dialogue among institutions, organizations, communities and individuals are seen in confluence of different online platforms and tools that people use to share content, profiles, opinions, insights, experiences, deliver course work and to interact with others (Reuben, 2024). These e-learning platforms include video conferencing and Zoom, Google+, internet forums, chat rooms, message boards among others where people meet and discuss topics of interest. In this study, video conferencing and Zoom platforms are studied. Video Conferencing is a collaborative communication tool which allows several individuals or groups to communicate in real time across distances using the data network to transfer of learning contents containing audio and video using the voice network. In business education classroom, video conferencing technology could be linked to cameras, computers and whiteboards. It can be used for distance and self-paced education. This is possible because video conferencing integrates video and audio to connect users anywhere in the world as if they were in the same classroom. Video conferencing utilized synchronous two-way audio and two-way compressed video through the Internet. One of the greatest instructional benefits of video conferencing includes improved communication skills and presentation skills among students. Through video conferencing teachers may bring the outside world into the classroom in a very real way. Though, considerable interest



has been expressed in the use of classroom video conferencing (CVC) for teaching (Belgeri, 2019). Video conferencing encourages learning because the students are always curious and excited about the technological devices (E-learning platforms) and will want to explore the internet for relevant and current information. Also, video conferencing as a platform help students to compete favorably with the rest of the students globally. The utilization of video conferencing will help the teachers to be at their best in teaching business education content, this will make the students to receive richer content and up to date instruction in line with global standard.

Zoom is a multiplatform meeting solution with a cloud platform for video and audio conferencing, collaboration, chats and webinars and can be used across computers like, desktops, laptops, mobile devices and telephones. It has features like chatting, screen sharing, annotating, whiteboard, polling, breakout rooms, raising the hand and managing participants, lend themselves to creating engaging virtual hybrid classrooms and collaborating on projects. Users have the option to record sessions. The free edition permits meetings of 40 min of duration (Reimers, Schleicher, Saavedra & Tuominen, 2020). Therefore, the researcher seeks to investigate e-learning platforms and teaching of business education content delivery in public universities in Cross River State, Nigeria.

Statement of the problem

The teaching of Business Education content in public universities requires effective delivery of both theoretical knowledge and practical skills. Ideally, it should be interactive, practical and supported by appropriate technologies. However, teaching in some public universities in Cross River State still appears to rely largely on conventional face-to-face methods, which may limit access to instructional materials, interaction, assessment, feedback and continuous learning.

The COVID-19 pandemic exposed this weakness when the closure of universities disrupted teaching activities and delayed students' academic progression. This experience highlighted the need for more flexible and technology-supported approaches to teaching Business Education content. E-learning platforms provide opportunities for lecturers to share materials, interact with students, conduct assessments and extend teaching beyond the physical classroom. However, the extent to which these platforms are utilised to support the teaching of Business Education content in public universities in Cross River State remains unclear. It is against this background that the study seeks to investigate the utilisation of e-learning platforms and the teaching of Business Education content in public universities in Cross River State, Nigeria.

Purpose of the study

The study is to investigate the influence of e-learning platforms on the teaching of business education content in Public Universities in Cross River State, Nigeria. Specifically, the study sought to determine the influence of:

1. Utilization of video conferencing on the teaching of business education content in public universities in Cross River State.
2. Utilization of zoom on the teaching of business education content in public universities in Cross River State.

Research questions

The study has the following research questions.

1. To what extent does video conferencing utilization influence the teaching of business education content in public universities in Cross River State?



2. To what extent does Zoom utilization influence the teaching of business education content in public universities in Cross River State?

Null hypotheses

The following hypotheses were formulated to guide the study;

- Ho₁ There is no significant influence of the extent of utilization of video conferencing on the teaching of business education content in public universities in Cross River State.
- Ho₂ There is no significant influence of the extent of utilization of Zoom on the teaching of business education content in public universities in Cross River State.

Research Method

The study adopted a survey research design and was carried out in public universities in Cross River State, Nigeria. The population comprised all 63 Business Education lecturers in the public universities in the State. Since the population was manageable, a census or total enumeration approach was adopted; therefore, all 63 lecturers constituted the sample for the study. The instrument used for data collection was a researcher-developed questionnaire titled “E-Learning Platforms and the Teaching of Business Education Content Questionnaire (ELPTBECQ)”. The items were structured on a four-point rating scale of Very High Extent (4), High Extent (3), Low Extent (2), and Very Low Extent (1). The instrument was validated by three experts, comprising two experts in Business Education and one in Measurement and Evaluation, all from the University of Calabar. Their observations were used to revise ambiguous and inappropriate items, thereby establishing the face and content validity of the instrument.

The reliability of the instrument was established through a trial test involving 20 respondents in Akwa Ibom State who possessed characteristics similar to those of the respondents used for the main study. The data obtained were analysed using Cronbach’s Alpha, which yielded a reliability coefficient of 0.71, indicating that the instrument was sufficiently reliable for the study.

The questionnaire was administered to the 63 respondents, and all copies were successfully retrieved, representing a 100 per cent retrieval rate. The completed instruments were coded and analysed. Simple linear regression was used for data analysis. The correlation coefficient (R), coefficient of determination (R^2), and adjusted R^2 were used to answer the research questions by determining the strength and proportion of variation associated with each predictor, while the F-statistic and corresponding probability values were used to test the null hypotheses at the 0.05 level of significance.

Results

Research Question One

To what extent does video conferencing utilization influence teaching of business education content in public universities in Cross River State?

Table 1: Summary of Regression Analysis of the extent to which Video Conferencing Utilization Influences Teaching of Business Education Content in Public Universities in Cross River State (N=63)

Variables	R	R^2	Adjusted R^2
Video Conferencing	.87	.75	.75
Teaching of Business Education Content			

Source: Field Survey, 2026

A simple linear regression analysis was conducted to determine the influence of video conferencing on the teaching of Business Education content in public universities in Cross River State, Nigeria. The model summary presented in the table reveals a correlation coefficient (R)



of .87, indicating a strong influence of video conferencing on the teaching of Business Education content. The coefficient of determination (R^2) of .75 was obtained, implying that video conferencing accounts for 75.0% of the variation in the teaching of Business Education content, while the remaining 25.0% may be attributed to other factors not included in the model. The adjusted R^2 value of .75 further indicates that, after adjustment, video conferencing accounts for 75 % of the variation in the teaching of Business Education content. Based on the magnitude of the correlation coefficient, the result indicates that video conferencing has a strong influence on the teaching of Business Education content in public universities in Cross River State, Nigeria.

Research Question Two

To what extent does Zoom utilization influence the teaching of business education content in public universities in Cross River State?

Table 2: Summary of Regression Analysis of the extent to which Zoom Utilization Influences Teaching of Business Education Content in Public Universities in Cross River State (N=63)

Variables	R	R^2	Adjusted R^2
Zoom			
	.79	.62	.614
Teaching of Business Education content			

Source: Field Survey, 2026

A simple linear regression analysis was conducted to determine the influence of Zoom on the teaching of Business Education content. The model summary shows a correlation coefficient (R) of .79, indicating a strong influence of Zoom on the teaching of Business Education content. The coefficient of determination (R^2) of .62 indicates that Zoom accounts for 62.0% of the variation in the teaching of Business Education content, while the remaining 38.0% may be attributed to other factors not included in the model. The adjusted R^2 value of .61 further shows that, after adjustment, Zoom accounts for 61.4 % of the variation in the teaching of Business Education content. Based on the magnitude of the correlation coefficient, the result indicates that Zoom has a strong influence on the teaching of Business Education content.

Hypothesis One

There is no significant influence of the extent of utilization of video conferencing on the teaching of business education content in public universities in Cross River State.

Table 3: Simple Linear Regression Analysis of the Influence of the Extent of Utilization of Video Conferencing on the Teaching of Business Education Content N=63

Model	Sum of Square	DF	Mean Square	F	Sig	Remarks
Regression	1497.91	1	1497.91	183	.000	Significant
Residual	499.30	61	8.19			
Total	1997.21	62				

Source: Field Survey, 2026

A simple linear regression analysis was conducted to determine the influence of video conferencing on the teaching of Business Education content in public universities in Cross River State, Nigeria. The result shows that the regression model produced an F-value of 183 with a



probability value of .000 at 1 and 61 degrees of freedom. Since the p-value of .000 is less than the 0.05 level of significance, the result is statistically significant. Therefore, the null hypothesis, which states that video conferencing has no significant influence on the teaching of Business Education content in public universities in Cross River State, Nigeria, is rejected, while the alternative hypothesis is accepted. This implies that video conferencing significantly influences the teaching of Business Education content in public universities in Cross River State, Nigeria.

Hypothesis two

There is no significant influence of the extent of utilization of Zoom on the teaching of business education content in public universities in Cross River State.

Table 4: **Simple linear regression analysis of the influence of the extent of utilization of Zoom on the teaching of business education content N=63**

Model	Sum of Square	DF	Mean Square	F	Sig	Remarks
Regression	1232.50	1	1232.50	98.29	.000	Significant
Residual	764.72	61	12.54			
Total	1997.21	62				

Source: Field Survey, 2026

A simple linear regression analysis was conducted to determine the influence of Zoom on the teaching of Business Education content in public universities in Cross River State, Nigeria. The result shows that the regression model produced an F-value of 98.29 with a probability value of .000 at 1 and 61 degrees of freedom. Since the p-value of .000 is less than the 0.05 level of significance, the result is statistically significant. Therefore, the null hypothesis, which states that Zoom has no significant influence on the teaching of Business Education content in public universities in Cross River State, Nigeria, is rejected, while the alternative hypothesis is accepted. This implies that Zoom significantly influences the teaching of Business Education content in public universities in Cross River State, Nigeria.

Findings from the Research Questions

The findings from the research questions revealed that:

1. Video conferencing had a strong influence on the teaching of Business Education content in public universities in Cross River State, with a correlation coefficient (R) of .87 and a coefficient of determination (R^2) of .75. This implies that video conferencing accounted for 75.0% of the variation in the teaching of Business Education content.
2. Zoom had a strong influence on the teaching of Business Education content in public universities in Cross River State, with a correlation coefficient (R) of .79 and a coefficient of determination (R^2) of .62. This implies that Zoom accounted for 62.0% of the variation in the teaching of Business Education content.

Findings from the Hypotheses

The findings from the hypotheses revealed that:

1. Video conferencing had a significant influence on the teaching of Business Education content in public universities in Cross River State. The regression analysis produced an F-



value of 183 with a probability value of .000. Since the p-value was less than the .05 level of significance, the null hypothesis was rejected.

2. Zoom had a significant influence on the teaching of Business Education content in public universities in Cross River State. The regression analysis produced an F-value of 98.29 with a probability value of .000. Since the p-value was less than the .05 level of significance, the null hypothesis was rejected.

Discussion of findings

The first finding revealed that the utilisation of video conferencing had a strong and significant influence on the teaching of Business Education content in public universities in Cross River State. The result suggests that increased utilisation of video conferencing can support lecturers in delivering course content, interacting with students, sharing instructional materials and extending teaching beyond the conventional classroom. The finding further demonstrates the relevance of video conferencing to the effective delivery of Business Education content, particularly where physical interaction between lecturers and students may be limited.

This finding is consistent with Reuben (2024), who highlighted successful applications of videoconferencing in teacher education programmes. It also supports Amiaya (2025), who emphasised the importance of the availability and utilisation of new technologies in the teaching of Business Education-related courses. Similarly, Ezenwafor (2025) stressed the relevance of adequate exposure to information and communication technologies in Business Education. These positions reinforce the finding that integrating video conferencing into instructional activities can broaden access to teaching resources and facilitate more flexible delivery of Business Education content.

The second finding revealed that the utilisation of Zoom had a strong and significant influence on the teaching of Business Education content in public universities in Cross River State. This implies that Zoom can contribute meaningfully to teaching by enabling lecturers to interact with students virtually, share course materials, present instructional content and sustain teaching activities beyond the physical classroom. Features associated with online communication platforms can therefore provide Business Education lecturers with additional opportunities for delivering theoretical and practical course content.

The finding agrees with Reimers et al. (2020), who emphasised the relevance of information and communication technologies to the development of Business Education. It also supports Ebam and Ekunke (2025), who maintained that changes in Business Education require sustained investment in lecturer development and modern teaching infrastructure. In the same vein, Amiaya (2025) emphasised the utilisation of new technologies in the teaching of Office Technology and Management. The finding therefore suggests that the effective utilisation of Zoom and related technologies can strengthen instructional delivery and facilitate greater flexibility and interaction in the teaching of Business Education content.

Generally, the findings demonstrate that both video conferencing and Zoom are important e-learning platforms for the teaching of Business Education content. Their significant influence indicates that greater integration of digital technologies into instructional practices may enhance



lecturers' capacity to deliver content, interact with students and sustain teaching activities beyond the traditional classroom setting.

Conclusion

Teaching as a profession has gone beyond the limits of the classroom. The conventional classroom teaching system has been long overused in the teaching of business education content or courses. This method has limited some business educators from exploring the digital world and its related benefits as they relate to teaching. Learning technology has brought innovation and creativity to teaching; therefore, business educators need to embrace these new technological devices in order to enhance effective teaching and learning in Nigerian universities. From the findings of the study, it was revealed that, video conferencing and zoom significantly influence business education content delivery.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The institutional management should provide video conferencing facilities to enable Lecturers use them for teaching of content.
2. Lecturers should be adequately encouraged to use zoom application in the teaching of business education content.

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