

**UTILIZATION OF ONLINE LEARNING PLATFORMS FOR EFFECTIVE INSTRUCTIONAL DELIVERY BY UNIVERSITY BUSINESS EDUCATORS IN SOUTH-EAST, NIGERIA**

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**Abstract**

*Gone are the days when teachers were constrained to deliver instructions using mostly the conventional classroom teaching methods. Nowadays, teaching and learning can take place any time and anywhere as a result of availability of online platforms. This research examined the extent of utilization of online learning platforms (specifically Twitter and Instagram) by Business Educators in universities in South-East, Nigeria for effective instructional delivery. Two research questions and two null hypotheses guided the study. The study adopted a survey research design. Population for the study was 95 Business Educators in all the eight public universities in the area offering Business Education programme. The entire population was studied without sampling because the size was manageable. A four-point rating scale questionnaire containing 23 items in two sections with responses ranging from very high extent to very low extent was used for data collection. Data for the study were collected by the researchers through direct contact with the respondents in their universities. Mean and standard deviation were used to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The study found that extent of utilization of the two-online platforms by the Business Educators was low. The study also found that significant difference did not exist between male and female Business Educators in Universities in South East on the extent of utilization of Twitter and Instagram in Educational delivery. It was recommended that Government and school authorities should invest in robust digital infrastructure to provide technological resources and ensure reliable internet access in universities to enhance utilization of online platforms for effective instructional delivery in the field of Business Education.*

**Keywords:** *Utilization, Online platforms, Instructional delivery, Twitter, Instagram, and -Business Educators.*

## **Introduction**

The emergence of Information and Communication Technology (ICT) paved way for the emergence of online learning which can also be referred to as e-learning, digital learning or virtual learning. Online learning involves the use of computer technology and internet to deliver lessons. This agrees with Muhammad (2025) which observed that online learning refers to the delivery of educational content and instruction through the internet. According to Huyen (2024), online learning refers to a method of education that takes place over the internet which allows learners to access knowledge without attending traditional classrooms. In other words, instead of participating in face-to-face lessons, learners use technology tools and online platforms to receive lessons. One of the greatest advantages of online learning is that teaching and learning can take place anytime and anywhere, therefore, it is flexible and learners can learn at their own pace. With online-learning, there is a

shift from the traditional approach of face to face teaching to modern methods of teaching where computer technology plays a vital role. This helps to improve the quality, efficiency and effectiveness of teaching. However, the quality, effectiveness and efficiency of online learning depend on the platforms, availability of technological resources and Internet accessibility to both instructors and learners.

Online platforms also known as e-learning platforms are the online channels through which learning can take place using new technologies such as computer and internet. It is a digital service that uses internet to facilitate interaction between two or more persons. According to Kenny and Zysman (2016), online platforms are digital infrastructure that enable interaction between users, facilitate the exchange of goods and services and also provide a framework for value creation in business and entrepreneurial activities. Kaplan and Haenlein (2010) explained that online platforms are website,

applications or services that enable users to create, share and exchange information, goods and services and also facilitates interactions and transactions. In the context of this study, online platforms are the social media platforms that facilitate teaching and learning of Business Education courses without face to face interaction between the teacher and students. Online platforms are of various types, such as social media platforms, e-commerce platforms and online learning platforms among others.

Social media platforms such as WhatsApp, Facebook Twitter etc are used for communication, networking, connections and sharing of contents. Ademulyi and Ademulyi(2020) found that WhatsApp, Skype, Twitter, Linkeden, Youtube, Blackberry Messenger are utilized by students for academic purposes. However,-Umezuruike and Nwagu(2021) revealed that Twitter was utilized by Business Education students for enhancing academic learning at a small extent.

The reasons could be as a result of low utilization by Business Educators in educational delivery, hence the need to investigate the extent of utilization of Twitter and Instagram, which are popular online learning platforms, by Business Educators for effective instructional delivery in universities in South-East Nigeria.

According to Egbuna and Unachkwu(2022) resource utilization is the act of putting into effective use the available resources in the school. In the context of this study, utilization refers to the extent Business Educators judiciously use Twitter and Instagram in educational delivery.

Twitter is one of the online learning platforms that promote social connection among students and lecturers globally. It enhances communication, building critical thinking and sharing of knowledge worldwide. Junco, Herberger and Loken (2011) pointed out that students that study with Twitter have higher academic performance and greater

engagement scores than their counterparts who do not use such online learning platform in their experiment. Like Twitter, Instagram is another online learning platform for better understanding through pictures and videos. Students can watch and share videos, answer questions and discuss contents. Sherer and Shea (2014) reported that Instagram increased participation, personalization (customization) and productivity among users and also improved students' digital skills, and providing opportunity for peer learning and problem solving. Instagram allows students anywhere in the world to experience a large, self-paced educational opportunity with world-class faculty. This study is considered imperative because available literatures show that there are no studies on the extent of utilization of Twitter and Instagram by university Business Educators in South East, Nigeria.

A Business Educator is a professionally trained teacher of courses in a Business

Education programme. Business Education is widely known as education for and about business. Aliyu (2013) highlighted the difference between the two by stating that education for business is that training provided for some students to be effective workers in business organizations while education about business is for all students to be informed citizens. This implies that the Business Education programme is aimed at providing individuals with economic understanding which will further improve their standard of living as well as the business system.

According to Edokpolor and Egbri (2017), the actual goals of Business Education include: to prepare students for specific career in office occupations, equip students with the requisite skills for job creation and entrepreneurship, and expose students with knowledge about business, including a good blend of computer technology, which incorporates Information and Communication Technology (ICT). Edokpolor et al further

explained that the first two goals involve education 'for' business, which is aimed at equipping recipients with the requisite attributes (knowledge, skills, competencies, and attitudes) to become gainfully employed in the world of work, whereas the later addresses education 'about' business, which is aimed at providing a sound basis for Business education students for further studies at the undergraduate and post-graduate levels. The recipients of Business Education programme are called Business Educators.

Business Educators are well trained professional teachers of Business Education who are competent in teaching all the components of the programme in Universities. Business Education courses must be handled by well trained and motivated persons with academic and professional competencies which will match the industrial expectations. One of the major components of Business Education is Accounting Education with others such as Marketing, Economics, marketing

Education and Office Technology and Management (OTM). Major courses offered in Business Education programme are: office practice, accounting, business mathematics, business communication, secretarial procedures, data and word processing, advertising and project writing (Ajisafe, Bolarinwa&Edeh 2015).All the identified courses can be effectively taught with online learning platforms such as Twitter and Instagram.

Educause (2023) averred that the versatility of the Twitter platform enables its use in most educational settings. Due to its social design, the platform may promote student engagement in lectures by allowing free-flowing, two-way communication. In contrast to the fixed 'quiz time' offered by automated response system (ARS), this facilitation of conversation throughout lectures may enable students to contribute more freely to discussion. By facilitating conversation between lecturers and students,

the platform may allow the integration of lecture content with students existing experience and social context, which can result in important academic and psychological development (Junco, 2015).

With utilization of Instagram for Business Education students, universities can increase alumni engagement by serving their learning needs throughout their career. Instagram for Business Education enables the department and students to rapidly up skill and catch up on emerging trends in Business Education programme. Universities in South-East States of Nigeria can also use online learning platform to help new students get prepared from day one. The students also have the opportunity of having access to other relevant literature worldwide through the use of Instagram which can make the lessons captivating. Hence, it is pertinent to determine the extent of utilization of online platforms for effective instructional delivery among Business Educators in Universities in South East, Nigeria.

### **Statement of the problem**

Developments and innovations in technology have brought about tremendous changes in present day teaching and learning environments. With the advancement in technology, online learning has become a popular alternative to traditional classroom based instruction. This offers learners the opportunity to learn at their own pace. Furthermore, modern teaching and learning activities have gone beyond traditional methods dominated by classroom teaching and copying notes by teachers and students. Unfortunately, it is observed that the traditional use of chalkboard and textbooks has continued to dominate classroom activities in different programmes including Business Education in most universities in Nigeria generally and the South-East in particular.

The problem of this study is that failure to widely utilize online platforms in Business

Education may result to producing graduates that may not fit into the labour market and be able to compete effectively with graduates of programmes where online learning platforms are widely utilized. Additionally, Business Educators and their students may not cover their course contents if they continue to use traditional method of teaching that requires everyone to be within the four walls of the classroom because the hike in transportation costs in the country can hinder some of them from meeting up with lecture schedules all the time. However, the extent of utilization of online platforms for effective instructional delivery by Business Educators in universities in South-East, Nigeria is yet to be ascertained. It becomes imperative to conduct this study, on extent of utilization of online learning platforms for effective instructional delivery by university Business Educators in South-East, Nigeria to provide empirical data that will facilitate objective actions by relevant

stakeholders to ensure that the graduates are of high quality.

### **Purpose of the study**

The major purpose of this study was to determine the extent of utilization of online learning platforms for effective instructional delivery by university Business Educators in South East, Nigeria. Specifically, the study determined the extent Business Educators utilize:

1. Twitter platform for effective instructional delivery in universities in South- East, Nigeria.
2. Instagram platform for effective instructional delivery in universities in South- East, Nigeria.

### **Research questions**

The following research questions guided the study.

- 1 .What is the extent of utilization of Twitter platform for effective instructional delivery by Business Educators in universities in South- East, Nigeria?
2. What is the extent of utilization of Instagram platform for effective instructional delivery by Business

Educators in universities in South- East, Nigeria?

### **Hypotheses**

The following hypotheses were tested at .05 level of significance.

Ho<sub>1</sub>: There is no significant difference between the mean scores of male and female Business Educators on the extent they utilize Twitter platform for effective instructional delivery in universities in South- East, Nigeria.

Ho<sub>2</sub>: Significant difference does not exist between mean scores of male and female Business Educators on the extent they utilize Instagram platform for effective instructional delivery in universities in South- East, Nigeria.

### **Method**

Descriptive survey research design was employed in this study.. The study was carried out in South-East States, Nigeria.. The population for the study was 95 Business Educators in all the eight public universities in the area offering Business Education programme. The entire population was studied without sampling because the size was manageable.

The instrument for data collection was a structured questionnaire developed by the researchers. The instrument has two parts: A and B. Part A deals with the bio data of the respondents using gender as a variable while Part B is made up of two sections: sections B and C. have 14 and nine items respectively on Twitter and Instagram platforms making it a total of 23 items. The response category is Very High Extent (VHE), High Extent (HE) Low Extent (LE) and Very Low Extent (VLE) with numerical values of 4, 3, 2, and 1 assigned to them. The instrument was validated by three experts from Enugu State University of Science and Technology (ESUT), Enugu State, Nigeria.

The researchers with the help of four research assistants administered the instrument to the respondents; all the 95 copies were completed and retrieved. (representing 100% rate of return) and used for the study. Mean and standard deviation were used to answer the research questions while t-test was used to test

the null hypotheses at 0.05 level of significance at the appropriate degree of freedom. Decision for the research questions was based on the real limits of numbers on a four-point scale as shown below:

Very high extent - 3.50 - 4.00

High extent - 2.50 - 3.49

Low extent - 1.50 - 2.49

Very low extent - 1.00 - 1.49

For the hypotheses, when the calculated t-value was equal to or greater than the table

value, it means that gender significantly influenced respondents' mean scores and the null hypotheses was rejected, otherwise, do not reject.

## **RESULTS**

### **Research Question 1:**

What is the extent of utilization of Twitter platform for effective instructional delivery by Business Educators in universities in South- East, Nigeria?

**Table 1: Mean ratings of male and female Business Educators on the extent they utilize Twitter platform for effective instructional delivery in Universities in South-East, Nigeria.**

S/N	Activities where Twitter is utilized	Male N=45		Female N=50		Overall		Decision
		Mean	SD	Mean	SD	Mean	SD	
1	Sourcing of teaching materials	2.64	.65	2.66	.75	2.65	0.70	VHE
2	Presenting lecture on bus commar report utility	2.78	.42	2.70	.46	2.74	0.44	VHE
3	Teaching the students methodology business education	1.56	.624	1.50	.65	1.53	0.63	LE
4	Teaching principles of busine marketing /education	2.64	.74	2.72	.640	2.68	0.69	VHE
5	Teaching the students on tl foundations in Business Education	1.36	.53	1.26	.44	1.31	0.49	LE
6	Presenting instruction in consum information and analysis education	2.64	.65	2.66	.75	2.65	0.70	VHE
7	Preparation of balance sheet	1.27	.50	1.22	.42	1.24	0.46	LE
8	Teaching the principle of offic technology/ management	1.24	.49	1.40	.49	1.32	0.42	LE
9	Delivering lesson in even management	2.60	.65	2.72	.64	2.66	0.65	VHE
10	Delivering lecture on preparing tra balance	1.24	.46	1.22	.42	1.23	0.42	LE
11	Teaching preparation of incon statement	1.36	.48	1.40	.49	1.38	0.49	LE
12	Delivering lesson on analytical issu in Bus Education	3.09	.47	2.78	.68	2.93	0.61	VHE
13	Teaching the students wo processing	1.47	.59	1.64	.63	1.56	0.61	LE
14	Teaching the students, the small business management in Business Education	2.51	.76	2.84	.47	2.68	0.64	VHE
<b>Grand Mean</b>		<b>2.03</b>	<b>0.57</b>	<b>2.05</b>	<b>0.57</b>	<b>2.04</b>	<b>0.57</b>	<b>LE</b>

Table 1 show that business educators utilize Twitter platform at very high extent for seven activities with mean scores ranging between 2.65 and 2.93 while it is utilized at a low

extent for the remaining seven activities. The grand mean of 2.04 shows that Twitter is utilized to a very low extent by Business Educators in Universities in South-East,

Nigeria for Educational delivery. The standard deviation ranges from 0.42 to 0.70. This shows that the respondents are homogeneous in their responses.

male and female Business Educators on the extent they utilize Twitter platform for effective instructional delivery in universities in South- East, Nigeria.

**Hypothesis 1:** There is no significant difference between the mean scores of

**Table 2: Summary of the t-test analysis of mean ratings of male and female business educators on utilization of Twitter online platforms for effective instructional delivery in universities in South East**

Variable	N	T	Df	Sig(2tailed)	Mean difference	Std. Error Mean	Decision
Male	45	0.205	93	0.838	0.012	0.057	NS
Female	50						

NS= Not significant

Table 2 shows the t-value at 0.05 level of significance and 93 degree of freedom for the items is 0.205 with a significant value of 0.838. Since the significant value of 0.838 is greater than 0.05 level of significance, the null hypothesis is not significant. This means that there is no significant difference between the mean ratings of male and female Business

Educators on the utilization of Twitter platform for effective instructional delivery by Business Educators in universities in South- East.

**Research Question 2:**

What is the extent of utilization of Instagram platform for effective instructional delivery by Business Educators in universities in South- East, Nigeria?

**Table 3: Mean ratings of male and female Business Educators on the extent they utilize Instagram platform for effective instructional delivery in Universities in South-East, Nigeria.**

S/N	Questionnaire Items on the extent of utilization of Instagram	Male N=45		Female N=50		Overall		Dec.
		Mean	SD	Mean	SD	Mean	SD	
15	Sourcing of teaching materials	2.64	.65	2.66	.75	2.65	0.70	VHE
16	Teaching the student special method in Business Education	2.78	.42	2.7	.46	2.74	0.44	VHE
17	Delivery lesson on professional Business Communication	2.64	.65	2.66	.75	2.66	0.75	VHE
18	Delivery instruction in application of spreadsheet processing	1.78	.52	1.66	.52	1.66	0.52	LE
19	Teaching the students Government laws/ accounting	1.64	.53	1.52	.54	1.58	0.54	LE
20	Presenting instruction in consumer economics	2.64	.65	2.66	.75	2.65	0.70	VHE
21	Teaching the students co-operative accounting and Auditing in Business	1.58	.58	1.52	.51	1.55	0.54	LE
22	Delivery lesson on office management	1.64	.53	1.52	.54	1.58	0.54	LE
23	Presenting lecture on Advanced Entrepreneurial Development in Business Education	2.62	.68	2.72	.64	2.67	0.66	VHE
	<b>Grand Mean</b>	<b>2.22</b>	<b>0.58</b>	<b>2.18</b>	<b>0.61</b>	<b>2.19</b>	<b>0.60</b>	<b>LE</b>

Table 3 show that the business educators utilize Instagram platform at very high extent for five items with mean scores ranging between 2.65 and 2.74 while it is utilized at a low extent for the remaining five activities with the mean scores ranging from 1.55 to 1.66. The grand mean of 2.19 shows that

Instagram is utilized to a low extent by Business Educators in Universities in South-East, Nigeria for Educational delivery. The standard deviation ranges from 0.44 to 0.75. This shows that the respondents are homogeneous in their responses.

## Hypothesis 2

Significant difference did not exist between mean ratings of male and female

Business Educators on the utilization of Instagram platform for effective instructional delivery among Business Educators in universities in South- East, Nigeria

**Table 4: Summary of the t-test analysis of mean response scores of male and female business educators on utilization of online platforms for effective instructional delivery among Business Educators in universities in South East**

Variable	N	T	df	Sig(2tailed)	Mean difference	Std. Error Mean	Decision
Male	45	0.489	93	0.636	0.040	0.081	NS
Female	50						

**NS= Not significant**

The result of t-test analysis in table 4 shows the t-value at 0.05 level of significant and 93 degrees of freedom for the items is 0.489 with a significant value of 0.636. Since the significant value of 0.636 is greater than 0.05 level of significant, the null hypothesis is not significant. This means there is no significant difference between mean ratings of male and female Business Educators on the utilization of Instagram platform for effective instructional delivery among

Business Educators in universities in South-East, Nigeria.

## Discussion

Findings of the study on extent of utilization of Twitter platform by university business educators in South-East, Nigeria for effective instructional delivery show that the platform is utilized at a low extent. This is in line with finding of Ademulyi and Ademulyi (2020) that WhatsApp, Skype, Twitter, LinkedIn, youtube and blackberry messenger are utilized by students for academic purpose.

Since these social media tools are utilized by students for academic purpose, Business Educators need to utilize online platform such as Twitter for effective instructional delivery.

Further, the findings show that gender significantly did not influence respondents' mean ratings on their extent of utilization of Twitter for effective instructional delivery. This show that both male and female Business Educators need to utilize online learning platform such as Twitter for effective instructional delivery.

Findings of the study on extent of utilization of Instagram platform by university business educators in South-East, Nigeria for effective instructional deliver show that the platform is utilized at a high extent. This is in

### **Recommendations**

Based on the findings and conclusion of the study, the following recommendations were proffered by the researchers.

conformity with findings of Okoye and Johnnweke (2022) that Instagram is highly utilized for the teaching of Business Studies in Junior secondary schools in Anambra State.

### **Conclusion**

Based on the findings of the study and available literature, the researchers concluded that both Twitter and Instagram are vital online platform for effective instructional delivery. Therefore, Business Educators need to improve on the utilization of Twitter online platform. This is necessary to prepare the graduates of the programme for Technology-driven society and to ensure competitive advantage of the graduates of Business Education programme in the global market.

1. The management of Tertiary Institutions in South –East of Nigeria should collaborate with private sector organizations for the provision of

online learning facilities such as Twitter and Instagram.

2. University authorities should also provide enabling environments such as

regular supply of electricity and internet facilities for the utilization of online learning platforms such as Twitter and Instagram.

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