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Editor'sNote

This volume presents a focused and contemporary contribution to business and entrepreneurship education, with strong empirical evidence drawn largely from universities, and related contexts across Nigeria, and beyond. The articles explore emerging themes such as artificial intelligence integration, e-learning, entrepreneurship training, curriculum relevance, pedagogical innovation, and enterprise development within higher education systems. The collection reflects the growing intersection between technology, pedagogy, and entrepreneurial outcomes, while also addressing practical concerns such as poverty reduction, market sustainability, and small business performance. The institutional coverage highlights the University of Calabar, University of Cross River State, and other affiliated academic and professional environments, reinforcing the regional relevance and broader applicability of the findings.

The journal invites scholars, researchers, and practitioners to contribute high-quality manuscripts that advance knowledge in business education, entrepreneurship, digital transformation, and related disciplines. Submissions that offer empirical rigor, theoretical advancement, and practical relevance to developing and global education systems are particularly encouraged

UTILIZATION OF E-LEARNING RESOURCES AND BUSINESS EDUCATION CONTENT DELIVERY IN PUBLIC UNIVERSITIES IN CROSS RIVER STATE NIGERIA

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&

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Abstract

The study examined the relationship between the utilization of e-learning resources and business education content delivery in public universities in Cross River State, Nigeria. Two objectives were formulated, two research questions were posed, and two null hypotheses were tested. A survey research design was adopted for the study. The population comprised 43 business educators drawn from two public universities in Cross River State. A census approach was employed due to the manageable population size. The instrument for data collection was a 22item, four-point rating scale questionnaire titled ―Utilization of E-learning Resources and Business Education Content Delivery Questionnaire (UELRBECDQ).‖ The instrument was validated by three experts, two from Business Education and one from Measurement and Evaluation, all from the University of Calabar. Reliability was established using the Cronbach Alpha method, yielding an overall coefficient of 0.75. All 43 copies of the questionnaire administered were successfully retrieved. Descriptive statistics were used to answer the research questions, while simple linear regression was used to test the hypotheses at a 0.05 level of significance. The findings revealed that utilization of YouTube has a strong and positive relationship with business education content delivery, while utilization of virtual classroom shows a weak but positive relationship with content delivery. The results further indicated that both YouTube and virtual classroom utilization significantly relate to business education content delivery. Based on the findings, the study recommended that institutional management should organize training programmes to enhance lecturers' capacity to effectively utilize YouTube and virtual classroom technologies for improved instructional delivery.

Introduction

Business education is designed to equip learners with relevant knowledge, skills, and competencies required for personal development and participation in the business environment. It provides students with economic understanding and practical abilities necessary for improving their standard of living and

contributing to national development. As noted by Abeng (2018), business education plays a crucial role in general education by imparting business orientation and knowledge for both individual and societal growth. In the context of a rapidly evolving digital economy, Okute, Enang, and Etoma (2022) emphasized that business education must incorporate a broad range of digital skills to remain relevant. The objectives of business education include preparing learners for careers in diverse business fields and equipping them with competencies required for effective performance in such careers (Ben, 2017). In line with this, Okon (2020) described business education as a programme that provides learning experiences in specialized business areas alongside general education, thereby fostering competencies for the modern business world. Consequently, business education contributes significantly to employment generation, poverty reduction, and national economic growth.

As an integral component of vocational and technical education, business education is expected to produce graduates who possess both technical and soft skills required in the labour market (Akeke, Attah & Blessing, 2023). Effective delivery of business education content, therefore, depends on the adoption of appropriate teaching methods and technologies. According to Akeke (2024), business education content delivery encompasses the strategies and approaches used by educators to facilitate learning in areas such as accounting, marketing, management, and entrepreneurship. In addressing contemporary socio-economic challenges, Aquah (2020) asserted that business education remains essential for tackling developmental issues. However, the effectiveness of business education in achieving its goals depends largely on the integration of innovative instructional approaches, including e-learning resources. Without such integration, the objectives of business education may not be fully realized.

E-learning refers to the use of electronic technologies to facilitate teaching and learning processes. It involves the delivery of knowledge and skills through digital platforms, computers, and internetbased systems. Akuegwu, Akeke, Omorobi and Uchendu (2024) defined e-learning as the application of internet-based technologies to support learning through a comprehensive and flexible approach. Similarly, Mmeremikwu-Fiac and Onwukwe (2016) described e-learning as instruction delivered through electronic media, while Crossdale and Nwosu (2022) emphasized its reliance on information and communication technologies such as virtual learning environments, computers, mobile devices, and

communication tools. The integration of elearning into higher education has transformed teaching and learning by promoting student-centred approaches and enhancing access to information. Okute, Enang, and Etoma (2022) noted that elearning enables students to acquire, integrate, and evaluate knowledge through digital resources. Furthermore, Ajunwo (2017) highlighted that e-learning allows learners to access instructional materials anytime and anywhere, provided internet connectivity is available. Among the various e-learning resources, YouTube has emerged as a prominent platform for instructional delivery. As a widely used social media platform, YouTube provides access to a vast repository of educational videos and tutorials. Arndt and Woore (2018) described YouTube as a platform that supports non-traditional teaching methods through video-based learning. Its popularity in education stems from its ability to enhance engagement, motivation, and understanding among learners.

Empirical evidence supports the relevance of YouTube in educational contexts. Gichuhi, Kalai, Mutegi, Okoth and Njagi (2020) found that YouTube is one of the most commonly used platforms for content delivery in higher education, owing to its convenience and accessibility. Similarly, Alwagait, Basit and Sophia (2015) noted that YouTube offers diverse opportunities for teaching and learning, particularly

through instructional videos and tutorials. Studies by Bhatia (2018) and Nasir and Hans-Joachim (2017) further emphasized that video-based learning enhances student engagement and facilitates knowledge acquisition. In addition,

Toleuzhan, Sarzhanova, Romanenko, Uteubayeva and Karbozova (2023) reported that students demonstrate positive attitudes towards the use of YouTube videos for learning, particularly in developing communication skills. Arbaz, Mubashir, Muhammad and Lareb (2023) also found that students widely rely on YouTube as a credible source of academic learning, with no significant gender differences in its usage. Beyond YouTube, virtual classrooms represent another critical e-learning resource. A virtual classroom is an online learning environment that enables real-time interaction between instructors and learners without requiring physical presence (Schutt & Linger, 2023). Through virtual classrooms, students can participate in lectures, engage in discussions, and complete learning activities remotely.

Despite the potential of e-learning resources, studies have revealed challenges associated with their utilization. Akuegwu, Akeke, Omorobi and Uchendu (2024) found that many tertiary institutions in Cross River State lack adequate e-learning facilities, particularly virtual classrooms, and that available resources are often insufficient or poorly maintained. This situation limits the effective integration of e-learning into instructional delivery. Given the increasing importance of digital technologies in education, the National Universities Commission (NUC) has established minimum standards for the integration of e-learning resources in university programmes (Umo & Okon, 2023). Compliance with these standards is essential for accreditation and quality assurance in higher education. Consequently, there is a need to examine how effectively these resources are utilized in delivering business education content. It is against this backdrop that this study investigates the relationship between the utilization of e-learning resources, specifically YouTube and virtual classroom, and business education content delivery in public universities in Cross River State, Nigeria.

Statement of the problem

The rapid advancement in technology has transformed the global landscape into a highly interconnected digital environment. In this context, e-learning has increasingly become a vital medium for instructional delivery, particularly in higher education. Within business education, the integration of e-learning resources is essential for equipping students with the digital competencies required in the modern workplace. Despite this global shift, the effective utilization of elearning resources in Nigerian public universities remains uncertain. While access to e-learning resources may be improving, their effective utilization for instructional delivery continues to pose a significant challenge. The mere availability of technologies such as YouTube and virtual classroom platforms does not automatically translate into improved teaching and learning outcomes. Inadequate utilization of these resources by educators may result in graduates possessing predominantly theoretical knowledge with limited practical and digital competencies, which are essential for success in the contemporary labour market. Business educators are expected to prepare students with relevant technological skills that align with global standards. However, failure to effectively integrate elearning resources into instructional practices may widen the gap between classroom experiences and workplace expectations. This gap raises concerns about the quality and relevance of business education graduates in a technology-driven economy.

Furthermore, although the importance of e-learning in enhancing instructional delivery is widely acknowledged, there appears to be limited empirical evidence on the extent of its utilization in public universities in Cross River State. This gap in knowledge necessitates an investigation into how specific e-learning resources, particularly YouTube and virtual classroom platforms, relate to business education content delivery. It is this gap that the present study seeks to address.

Objectives of the study

The main purpose of this study was to determine the relationship between the utilization of e-learning resources and business education content delivery in public universities in Cross River State. Specifically, the study sought to examine the relationship between the utilization of:

1. YouTube and business education content delivery in public universities in Cross River State.
2. Virtual classroom and business education content delivery in public universities in Cross River State.

Research questions

The following research questions guided the study:

1. To what extent does the utilization of YouTube relate to business education content delivery in public universities in Cross River State?
2. To what extent does the utilization of virtual classroom relate to business education content delivery in public universities in Cross River State?

Statement of hypotheses

The following null hypotheses were formulated and tested at the 0.05 level of significance:

1. Utilization of YouTube does not significantly relate to business education content delivery in public universities in Cross River State.
2. There is no significant relationship between utilization of virtual classroom and business education content delivery in public universities in Cross River State.

Research methods

The study adopted a survey research design to examine the relationship between utilization of e-learning resources and business education content delivery. The study was conducted in public

universities in Cross River State, Nigeria. The population of the study comprised 43 business educators (excluding graduate assistants) drawn from two public universities in the state. Given the manageable size of the population, a census approach was adopted, thereby involving all 43 respondents in the study. The instrument for data collection was a structured, researcher-developed questionnaire titled —Utilization of E-learning Resources and Business Education Content Delivery

Questionnaire (UELRBECDQ).|| The instrument consisted of two sections. Section A captured demographic information, including respondents' institution and gender. Section B addressed the variables under investigation. Section B contained 22 items distributed as follows: Specifically, 12 items measured the independent variable

(utilization of e-learning resources), with 6 items each on YouTube and virtual classroom. These items were rated on a fourpoint scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE); while 10 items measured the dependent variable (business education content delivery), rated on a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The instrument was subjected to face and content validation by three experts, comprising two specialists in Business Education and one expert in Measurement and Evaluation, all from the University of Calabar. Their input ensured clarity, relevance, and adequacy of the items in measuring the constructs of the study. To establish the reliability of the instrument, a pilot test was conducted using 15 business educators from the University of Uyo, Akwa Ibom State, who were not part of the study population. The data obtained were analyzed using the Cronbach Alpha method, which yielded an overall reliability coefficient of 0.75, indicating that the instrument was reliable for the study.

Data collection was carried out by the researcher through direct administration of the questionnaire to respondents in their respective institutions. All 43 copies distributed were successfully retrieved, representing a 100 percent return rate. Descriptive statistics were used to answer the research questions, specifically through the use of model summary indices. The hypotheses were tested using simple linear regression analysis. In testing the hypotheses, the p-value was compared with the 0.05 level of significance. A null hypothesis was rejected when the p-value was less than 0.05 and retained when the p-value was greater than 0.05.

Research question 1

To what extent does the utilization of YouTube relate to business education content delivery in public universities in Cross River State?

Table 1: Model summary of the relationship between utilization of YouTube and business education content delivery

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.904a	.817	.813	.841

Source: Field Survey, 2025

The result in Table 1 shows a correlation coefficient (R) of 0.904, indicating a strong positive relationship between utilization of YouTube and business education content delivery. The adjusted R square value of 0.813 implies that 81.3% of the variation in business education content delivery is explained by utilization of YouTube. This suggests that increased use of YouTube is associated with improved content delivery.

To what extent does the utilization of virtual classroom relate to business education content delivery in public universities in Cross River State?

Table 3: Model summary of the relationship between utilization of virtual classroom and business education content delivery

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.423a	.179	.159	1.781

Source: Field Survey, 2025

The result in Table 3 indicates a correlation coefficient (R) of 0.423, reflecting a weak but positive relationship between utilization of virtual classroom and business education content delivery. The adjusted R square value of .159 shows that 15.9% of the variation in content delivery is explained by utilization of virtual classroom; indicating a modest contribution of virtual classroom utilization to instructional delivery.

Null hypothesis 1

Utilization of YouTube does not significantly relate to business education content delivery in public universities in Cross River State.

Table 4: Simple linear regression analysis of utilization of YouTube and content delivery (n = 43)

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	129.432	1	129.432	183.072	.000b
Residual	28.987	41	.707		
Total	158.419	42			

Source: Field Survey, 2024

The result shows that the p-value (0.000) is less than the 0.05 level of significance. Therefore, the null hypothesis is rejected. This indicates that utilization of YouTube significantly relates to business education content delivery in public universities in Cross River State.

There is no significant relationship between utilization of virtual classroom and business education content delivery in public universities in Cross River State.

Table 5: Simple linear regression analysis of utilization of virtual classroom and content delivery

(n = 43)

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	28.381	1	28.381	8.948	.005b
Residual	130.038	41	3.172		
Total	158.419	42			

Source: Field Survey, 2025

The result shows that the p-value (0.005) is less than 0.05. The null hypothesis is therefore rejected. This indicates that utilization of virtual classroom significantly relates to business education content delivery in public universities in Cross River State.

Discussion of findings

The findings revealed a strong and significant relationship between utilization of YouTube and business education content delivery. This suggests that YouTube serves as an effective instructional resource that enhances teaching and learning processes in business education. The strength of this relationship may be attributed to the platform‘s ability to provide visual, interactive, and flexible learning experiences that improve students‘ understanding of complex concepts. This finding aligns with Nofrika (2019), who emphasized that YouTube integrates text, images, and animated videos, thereby increasing learner engagement. It also supports the views of Lynch (2016) and Fleck et al. (2014), who noted that YouTube enhances innovation and creativity in education by connecting learners to diverse academic content globally. Similarly, Benson (2015) highlighted that YouTube enables both teachers and students to access and share instructional materials across a wide range of subjects. The result further corroborates Gichuhi et al. (2020), who identified YouTube as one of the most widely used platforms for content delivery due to its accessibility and convenience. In addition, Nasir and Hans-Joachim (2017) noted that video-based instruction motivates learners and enhances comprehension. The implication is that

effective utilization of YouTube can significantly improve instructional delivery in business education. The findings also revealed a weak but significant relationship between utilization of virtual classroom and business education content delivery. This indicates that while virtual classrooms contribute to instructional delivery, their impact is relatively limited compared to YouTube.

The weak relationship may be linked to challenges such as inadequate infrastructure, limited access, and low level of utilization by educators. This aligns with Akuegwu, Akeke, Omorobi and Uchendu (2024), who reported that many institutions lack sufficient e-learning facilities and that available resources are often underutilized. Nevertheless, the significance of the relationship suggests that virtual classrooms still play an important role in facilitating interaction and engagement in learning environments. This finding supports ChimaUduma and Igwe (2020), who noted that virtual classrooms can replicate traditional classroom functions through the use of ICT tools such as online chat, teleconferencing, and internet-based communication. Ogunleye, Afolabi, Ajayi, and Omotayo (2023) also emphasized that virtual learning enhances access to education irrespective of physical location. Furthermore, Eneogwe and Madu (2018) highlighted that virtual classroom environments promote the development of independent and lifelong learners. The implication is that improved infrastructure and increased utilization could enhance the effectiveness of virtual classrooms in business education content delivery.

Conclusion

The study established that utilization of elearning resources is significantly related to business education content delivery in public universities in Cross River State. Specifically, utilization of YouTube demonstrated a strong and positive relationship with content delivery, indicating its effectiveness as a teaching and learning tool. In contrast, utilization of virtual classroom exhibited a weaker but still significant relationship, suggesting that its potential has not been fully realized.

The findings underscore the importance of integrating digital technologies into instructional practices in business education. E-learning resources, when effectively utilized, can enhance the quality of teaching, improve student engagement, and better prepare graduates for the demands of the modern workplace.

Recommendations

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

1. Institutional management should organize regular training programmes and workshops to enhance lecturers‘ competence in the effective use of YouTube for instructional delivery, particularly for teaching complex and practical-oriented topics in business education. Continuous monitoring and support mechanisms should be established to ensure sustained utilization of elearning resources in instructional delivery.

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2. Universities should provide structured capacity-building programmes aimed at improving lecturers‘ proficiency in the use of virtual classroom technologies, with emphasis on interactive teaching strategies and student engagement. Government and institutional authorities should invest in adequate ICT infrastructure, including reliable internet connectivity and functional virtual classroom facilities, to support effective e-learning implementation.

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