Innovations

Analysis of E-Learning Platform Utilization and Business Education Curriculum Content Delivery in River State Universities (RSU), Nigeria

Atah, Cletus Akpo[1] *Akeke, N.G. Mercy[1] *Ushie, Godwin Beshibeshebe.[2]
***Nwannunu Blessing Iheoma[3]*Anthony, Godwin Bullem[2] *Olabisi, Bella Charles[2]**
Nnaji, Emeka S.[3] *Udayi Eucharia Alorye A. Ogar[3] *Wonah, F. Aduma[3]
***Aderibigbe Samson Akinwumi[4] *Anthony Okon Ben[5] *Eunice N. Ajuluchukwu[1]**

[1]Department of Vocational Education, University of Calabar. Nigeria
[2]Department of Continuing of Education and Development Studies, University of Calabar, Nigeria
[3]Department of Education Management, University of Calabar, Nigeria
[4]Department of Special education, University of Calabar, Calabar
[5]Department of Religious and Cultural Studies, University of Calabar, Nigeria
*Correspondence author: Atah, Cletus Akpo: Email: cleatah4real@yahoo.com: ORCID 0000-0002-5683-4923**

Abstract
The study examined E-Learning Platform Utilization and Business Education Curriculum Content Delivery at River State Universities (RSU). To drive the investigation, two research questions were posed and two hypotheses were developed. The participants in the research included 38 Business educators from the study area. Information was obtained using a 24-item questionnaire titled "Analysis of E-Learning Platform Utilization and Business Education Curriculum Content Delivery (AELPUBECCD)." The instrument's internal consistency yielded an overall coefficient of 0.81. Descriptive statistics and an independent t-test were used in the study analysis. The results demonstrated that E-platforms (Pinterest, TikTok, and LinkedIn) are not being effectively used in the teaching and learning of Business Education Curriculum Content. In accordance with the outcomes of the findings, it was found that gender, age, and year of service did not affect the lecturers overall use of the e-Learning platform for the delivery of business education curriculum content. Consequently, it was also suggested that both the State and federal governments should provide adequate resources to equip Nigeria's e-learning facilities in universities.

Key words: *E-learning, platform, utilization, business education, curriculum content and delivery*

Introduction

Electronic platforms have raised the bar for information distribution, converting it from a simple medium of sociability as well as knowledge seeking to something much more. Due to the ease of utilization of devices that are connected to the internet which include phones, laptops, and PCs, students' engagement with social networks has lately expanded (Atah and Abang, 2022). Technology has endeavored to fulfill its role in supporting persons in recent years, resulting in a certain amount of social interpersonal interaction, which includes teaching and learning. Users are driving content in unprecedented ways as a result of this breakthrough (Atah, Idake and Nyiam, 2022). This has resulted in revolution across multiple mediums, with more to come as new trends develop on a regular basis.

Babalola, Dambo, and Bupo (2019) asserted that the Nigerian educational system has seen numerous technological advancements that have enhanced effective teaching and learning processes in Nigerian universities. Through the employment of creative and cutting-edge approaches in teaching and learning, technology has transformed educational processes. The use of electronic platforms has made learning processes easier through content delivery. There are numerous electronic platforms available on the World Wide Web. Many technological platforms are freely accessible and can be used for effective instruction and learning in universities. For example, Pinterest, TikTok, and LinkedIn contain appropriate information relevant to educational demands; nevertheless, how to properly utilize them correctly is the key worry in educational processes that appear to be used by academic staff in teaching and learning, especially in the 21st century classroom setting (Agim, Ochui, and Atah, 2020).

Atah, Nwosu, and Bessong (2022) revealed that the foundation of any nation's technological and economic progress depends on education. However, the importance of electronic platforms cannot be overstated because they aid in the development of education in a variety of ways, including by assisting effective teaching and learning, allowing students to extend their studies beyond classroom limits by constructing virtual spaces for experimentation and exploration of fresh thoughts, and improving academic performance in schools (Bupo and Ndinechi, 2021). The importance of pupils using available technological platforms is emphasized because it will improve their academic achievement in school.

Unfortunately, Akeke, Atah, Undie, Ajuluchukwu, Kolo, Eleng & Ben, (2023) asserted that most academic staff in the twenty-first century are illiterate in the use of electronic platforms, which appears to damage curriculum content in universities. According to Sharma and Shukla (2016), electronic platforms have surfaced as a blessing in disguise, allowing both teachers and students to keep up with and get updates from friends, family, and associates. Mingle & Adams (2015) opined that electronic platforms are rapidly expanding around the world, and Business Education lecturers at the university are expected to take advantage of them in delivering the curriculum content of the programs. E-learning platforms like LinkedIn, YouTube, Instagram, Skype, Pinterest, and TikTok could help university lecturers deliver their content, especially in the 21st century world of globalization. E-learning can enrich, engage, and interact with the educational experience; it delivers quicker learning at lower costs; it greatly widens access to learning; and it ensures unambiguous accountability for all parties involved in the process of learning.

Nwosu, Bessong, and Atah (2022) opined that E-learning platforms are web- and mobile-based technologies that enable institutions, organizations, communities, and individuals to engage in interactive discussion. They are seen as a nexus of many online platforms and tools that users utilize to share content, profiles, ideas, insights, and experiences, deliver course work, and communicate with others (Otum and Atah, 2021). Pinterest, TikTok, and LinkedIn were among the e-learning platforms investigated by the researchers in this study. However, there are alternative e-platforms where people can connect and discuss issues of interest, such as Skype, video conferencing, WebEx, Zoom, Google+, online forums, chat rooms, and message boards, among others.

Pinterest is an online tool that can help business education teachers improve their teaching and learning online. (Atah, Chukwurah, Beshibeshebe, Godwin, Idike, Ugbadu, and Orim, 2023). More importantly, using the platform, business educators can exchange professional interests, ideas, and concepts. Pinterest also enables teachers to collect input from a wide range of users in order to improve projects, curriculum development, and teaching

approaches. Additionally, it assists pupils in developing problem-solving abilities while acquiring independence. Pinterest is another visual discovery platform for finding ideas, inspiration, and planning new tasks. Teachers of business education are expected to utilize this platform to deliver the business education curriculum to their learners.

Tiktok is an electronic platform for creating, sharing, and discovering short videos. TikTok is another e-platform for business education. Teachers could identify project ideas, collaborate during the learning process, document that process, promote real-world and digital skills, which include learning videography and directing skills through TikTok, build students confidence, train discipline, unleash creativity, and disseminate valuable information and skills. In today's world, there is an educational push on TikTok, which gives teachers rooms to connect with their learners (Ukah and Atah, 2022).

LinkedIn is an e-learning platform that allows users to add a huge number of followers, job titles, skills, and exchange pertinent information with others. As a result, identifying essential aspects of conventional commercial and promotional programs whereby LinkedIn communication and training would effortlessly fit into and could potentially be utilized in order to improve the delivery of Business Education curriculum content at the university level would be advantageous. In this regard, therefore the study examines the Analysis of E-Learning Platform Utilization and Business Education Curriculum Content Delivery in River State Universities (RSU), Nigeria.

Statement of the Problem

The world is increasingly technologically sophisticated. It can also be referred to as a global community. This assumption is considered to be the effect of information and communication technologies. Actually, e-learning is rapidly gaining popularity as an educational delivery technique for the field of business education. Its use as a technique of learning and instruction in university business education programs in Nigeria must be promoted in accordance with what is happening in other areas of the globe. The pedagogical use of e-learning entails successful education with the aid of technological devices and other technologies related to information, which act as instructional tools and play complimentary roles in teaching and learning circumstances. The employment of new approaches permits learning at distance, on one's own, and at the most rapid possible speed. Modeling, simulations, database utilization, instruction with guidance, and closed-world exploration all result in clear and unavoidable changes in teaching strategy, learning material, teacher roles, and curricular framework. Additionally, the use of e-learning devices and platforms increases enthusiasm, aids in the recall of past acquiring knowledge, and offers students with new educational stimulation. Fortunately, there is a scarcity of essential e-learning tools and technology for educational purposes. Furthermore, many lecturers and students lack the necessary skills and proficiency in the use of online instruction to impact business-related curriculum. The author's curiosity was piqued by the observations mentioned above and decided to explore the Analysis of E-Learning Platform Utilization and Business Education Curriculum Content Delivery.

Goal of the Study

The primary goal of this study was to investigate the utilization of E-Learning Platforms and the delivery of Business Education Curriculum Content at River State Universities. The study primarily investigated the influence of:

1. Pinterest platform utilization and business education curriculum content delivery in River State Universities (RSU), Nigeria
2. Tiktok platform utilization and business education curriculum content delivery in River State Universities (RSU), Nigeria
3. LinkedIn platform utilization and business education curriculum content delivery in River State Universities (RSU)

Research questions
The research questions addressed by the study are as follows:
1. What is the influence of Pinterest platform utilization and business education curriculum content delivery in River State Universities (RSU), Nigeria?
2. What is the influence of Tiktok platform utilization and business education curriculum Content delivery in River State Universities (RSU), Nigeria?
3. What is the influence of LinkedIn platform utilization and business education curriculum content delivery in River State Universities (RSU), Nigeria?

Statement of hypotheses
The following research hypotheses were developed and are predicted to be statistically significant at the 0.05 level.
1. There is no significant difference in the mean rating of Pinterest platform utilization and business education curriculum content delivery in River State Universities (RSU) based on gender.
2. There is no significant difference in the mean rating of Tiktok platform utilization and business education curriculum content delivery in River State Universities (RSU) based on age.
3. There is no significant influence on the mean rating of TikTok platform utilization and business education curriculum content delivery in River State Universities (RSU), Nigeria, based on years of service.

Methodology
The study used a survey approach to evaluate the analysis of E-Learning Platform Utilization and Business Education Curriculum Content Delivery in River State Universities (RSU), Nigeria. The study's population included 38 business education lecturers from two universities in the State. These universities were the Ignatius Ajuru University of Education (IAUE) and the University of River State (URS). All the respondents were involved in the research work. Data were obtained using a 24-item instrument titled "Analysis of E-Learning Platform Utilization and Business Education Curriculum Content Delivery (AELPUBECCD). The instrument's internal consistency was assessed by fifteen (15) lecturers at the University of Cross River, and data was gathered and analyzed using the Cronbach's Alpha analytical technique, yielding an overall accuracy index of .81. Descriptive statistics and the independent t-test were used in the study. The questionnaire was evaluated by two (2) specialists from the Business Education department. The judgment criterion states that a mean score of 2.50 or more is regarded as pleasing, whereas a mean score below 2.50 is regarded as disagreeable. The population of the study is shown in Fig. 1 using a pie chart.

Fig. 1: Pie Chart showing study population
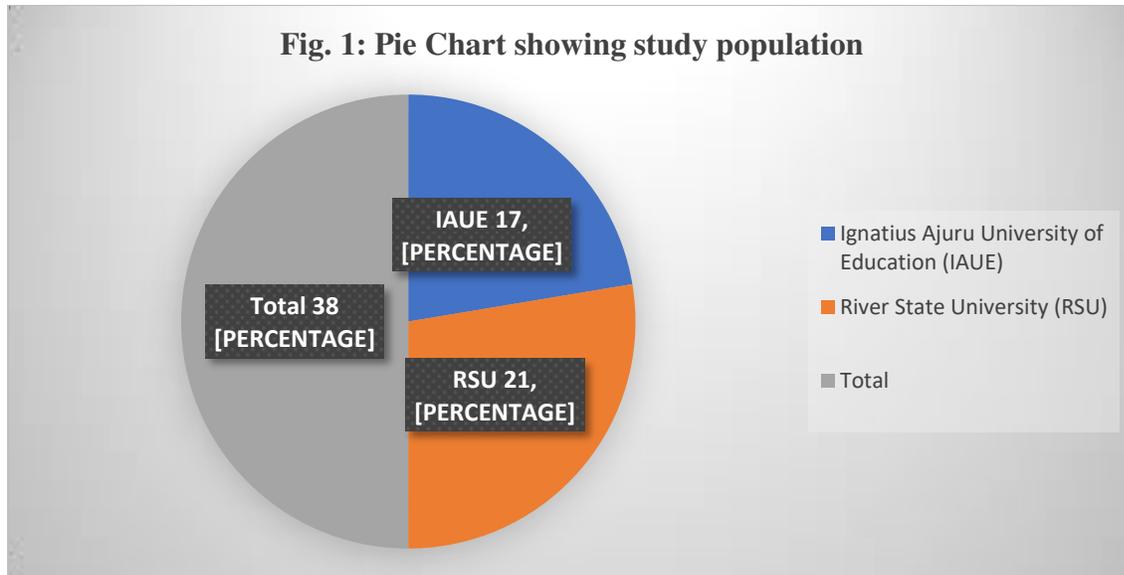
Findings
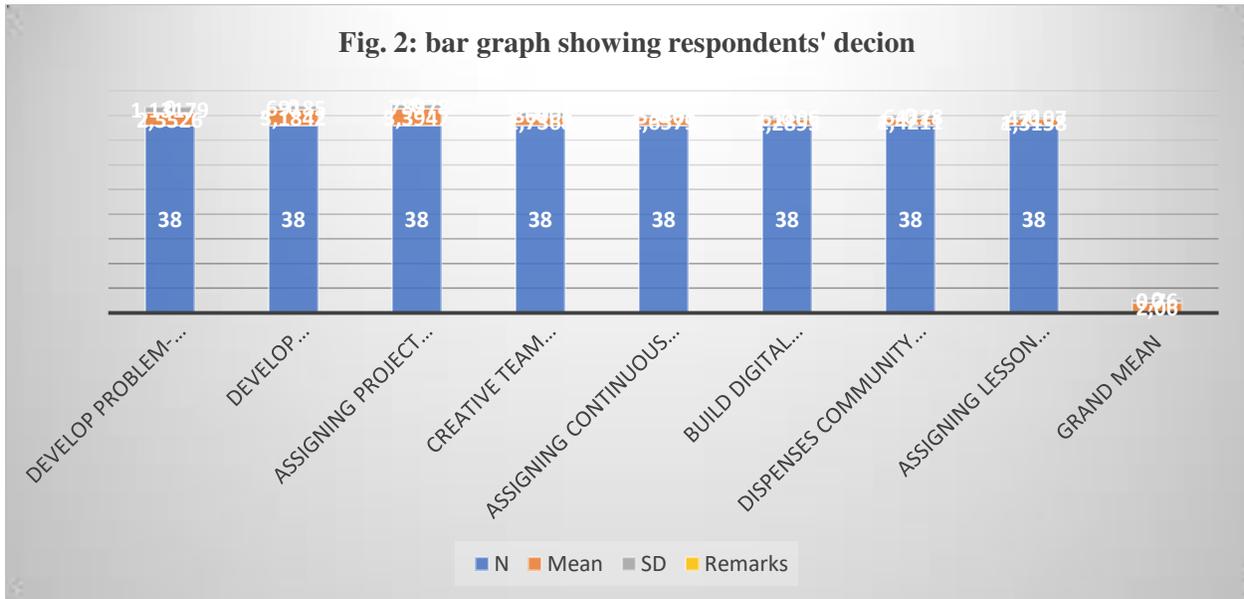
Research question 1

What is the influence of Pinterest platform utilization and Business Education Curriculum Content Delivery in River State Universities?

Table 1: Mean rating of respondents' decision to use the Pinterest platform and deliver Business Education Curriculum Content.

S/No.	I used Pinterest Platform to:	N	Mean	SD	Remarks
1	Develop problem-solving skills in students	38	2.55	1.13	Utilized
2	Develop students' communication-solving skills	38	3.18	.69	Utilized
3	Assigning project topics to students	38	3.39	.78	Utilized
4	Creative team brainstorming among students	38	1.73	.86	Not Utilized
5	Assigning students continuous assessment	38	1.65	.53	Not Utilized
6	Build digital students' portfolios	38	1.28	.61	Not Utilized
7	Dispenses community new	38	1.42	.64	Not Utilized
8	Assigning lesson topics for discussion	38	1.31	.47	Not Utilized
	Grand Mean	**38**	**2.06**	**0.76**	**Not Utilized**

According to Table 1, items 1-3 obtained a mean score greater than 2.5. Item 4-8, in particular, obtained a mean score below the cut-off mark of 2.5. This demonstrates that the Pinterest Platform has not been utilized. The grand mean of 2.06 indicates that lecturers in River State universities have not employed an e-learning platform (Pinterest) for delivering business education curriculum content. This could be because lecturers are not properly trained in the use of E-learning platforms for content delivery. The averages of the standard deviations across each

item are within the same range, indicating that participate average ratings range from .47 to 1.13, with an overall SD of 0.76. A bar graph is used to depict the outcome in Fig. 2.

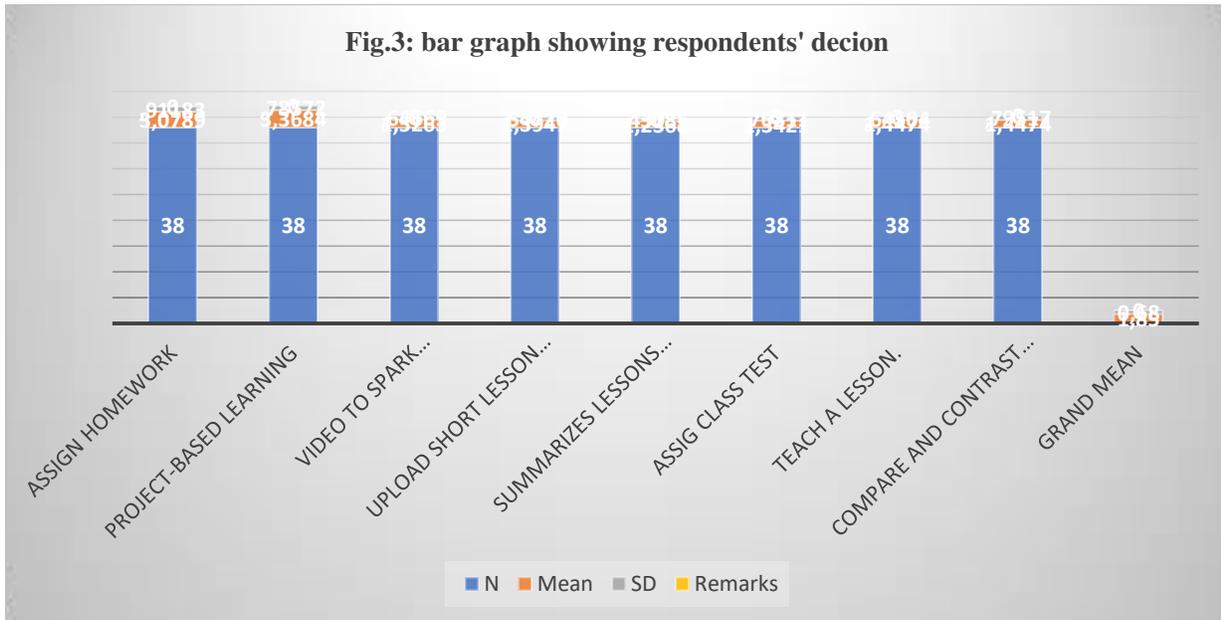Fig. 2: bar graph showing respondents' decion

Research question 2
What is the influence of Tiktok platform utilization and Business Education Curriculum Content Delivery in River State Universities (RSU), Nigeria?

Table 2: Mean rating of respondents' decision on of Tiktok platform utilization and Business Education Curriculum Content Delivery

S/No.	I used the TikTok Platform to:	N	Mean	SD	Remarks
9	Assign homework to students	38	3.07	.91	Utilized
10	Introduce project-based learning	38	3.36	.78	Utilized
11	Video to spark discussion in class	38	1.52	.64	Not Utilized
12	Upload short lesson clips.	38	1.39	.54	Not Utilized
13	summarizes lessons with a short video	38	1.23	.43	Not Utilized
14	Assig class test	38	1.34	.70	Not Utilized
15	Teach a lesson	38	1.44	.64	Not Utilized
16	Compare and contrast ideas	38	1.44	.79	Not Utilized
	Grand Mean		**1.85**	**0.68**	Not Utilized

According to Table 2, items 9-10 obtained a mean score higher than 2.5. Furthermore, the mean score for items 11-16 was less than the cut-off threshold of 2.5. This demonstrates that the E-learning platform (TikTok) is not being used to deliver business education curriculum content. This could be due to respondents' lack of utilization of E-Learning facilities, which would allow institutions to offer the business education program's material. According to the grand mean of 1.85, respondents concurred that university lecturers in River State refrain from employing the e-learning platform (TikTok) for teaching business education curriculum content. The mean values for all questions are throughout the same range, indicating that the average affirms given by

participants range from.43 to.91, with an overall SD of 0.68. A bar graph is used to show the outcome in Fig. 3.

Fig.3: bar graph showing respondents' decion
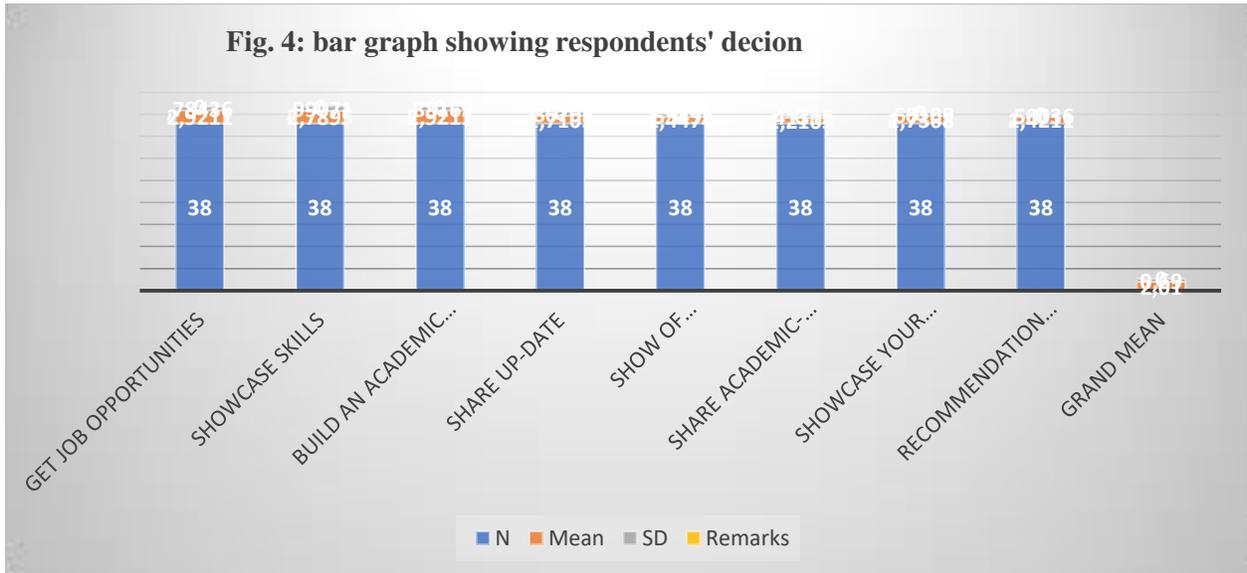
Research questions 3
What is the influence of LinkedIn platform utilization and Business Education Curriculum Content Delivery in River State Universities (RSU), Nigeria?

Table 3: Mean rating of respondents' decision on LinkedIn platform utilization and Business Education Curriculum Content Delivery

S/No.	I used the LinkedIn Platform to:	N	Mean	SD	Remarks
17	Get job opportunities	38	2.92	.78	Utilized
18	Showcase skills	38	2.78	.99	Utilized
19	Build an academic network	38	2.92	.88	Utilized
20	Share up-date	38	1.71	.86	Not Utilized
21	Show educational qualification	38	1.44	.55	Not Utilized
22	Share academic-relevant content	38	1.21	.41	Not Utilized
23	Showcase research expertise	38	1.73	.60	Not Utilized
24	Recommended and endorsement students	38	1.42	.50	Not Utilized
	Grand Mean		**2.01**	**0.69**	**Not Utilized**

According to Table 3, items 17-19 gained a mean score higher than 2.5. In addition, the mean score for items 20-24 was less than the cut-off limit of 2.5. This demonstrates that the E-learning platform (LinkedIn) has not yet been utilized to deliver business education curriculum content. This could be because respondents are unaware of the usage of E-Learning facilities

(LinkedIn) for delivering business education program content. According to the grand mean of 2.01, respondents agreed that university lecturers in River State are not making use of the e-learning platform (LinkedIn) to present business education curriculum content to university students. The standard deviations for each question are within a comparable range, showing that participates mean ratings fluctuate from .441 to.99, with an overall SD of 0.69. The finding is further demonstrated in Fig. 4 using a bar graph.

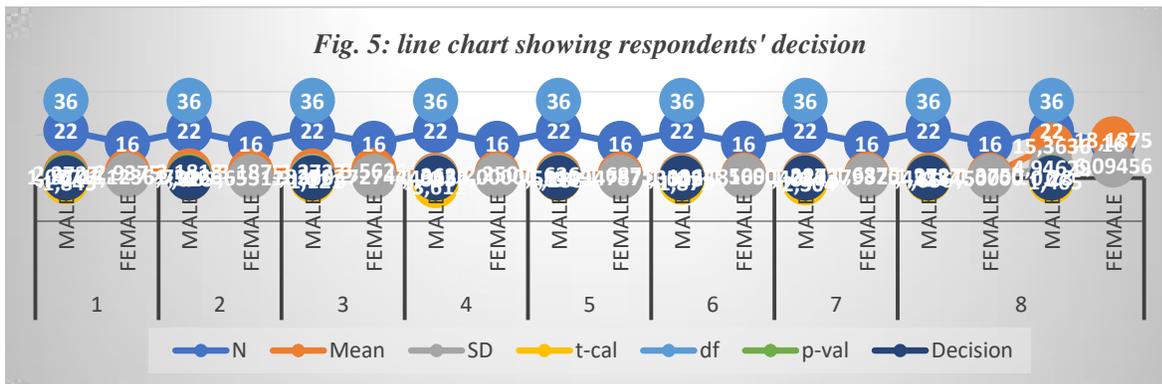Fig. 4: bar graph showing respondents' decion

Hypothesis one
There is no significant difference in the mean rating of Pinterest platform utilization and Business Education Curriculum Content Delivery in River State Universities (RSU) based on gender

Table 4: Independent t-test on the mean rating of Pinterest platform utilization and Business Education Curriculum Content Delivery in River State Universities (RSU), Nigeria, based on gender.

Items	Respondents Category	N	Mean	SD	t-cal	df	p-val	Decision
1	Male	22	2.2727	1.07711	-1.845	36	.910	NS
	Female	16	2.9375	1.12361				
2	Male	22	3.1818	.73266	-.025	36	.512	NS
	Female	16	3.1875	.65511				
3	Male	22	3.2727	.82703	-1.121	36	.305	S
	Female	16	3.5625	.72744				
4	Male	22	1.3636	.49237	-3.611	36	.045	S
	Female	16	2.2500	1.00000				
5	Male	22	1.6364	.58109	-.288	36	.199	NS
	Female	16	1.6875	.47871				
6	Male	22	1.1364	.35125	-1.871	36	.003	S
	Female	16	1.5000	.81650				
7	Male	22	1.2273	.42893	-2.304	36	.044	S
	Female	16	1.6875	.79320				
8	Male	22	1.2727	.45584	-.656	36	.225	NS
	Female	16	1.3750	.50000				
	Male	**22**	**15.3636**	**4.94629**	**-1.465**	**36**	**0.28**	**S**
	Female	**16**	**18.1875**	**6.09456**				

According to the t-test results given in Table 4, there is not a significant disparity throughout the mean evaluation of Pinterest platform utilization and Business Education Curriculum Content Delivery regardless of gender in River State Universities (RSU) in Nigeria. The reason for this is caused by the fact that the calculated p-value of 0.28 in Table 4 has a higher value than 0.05. Given that the p-values are higher than.05, the null hypothesis that there is no statistically significant distinction in the average assessment of Pinterest platform utilization and Business Education Curriculum Content Delivery in River State Universities (RSU), Nigeria, based on gender have been retained. Figure 5 uses a line chart to further analyze the data.

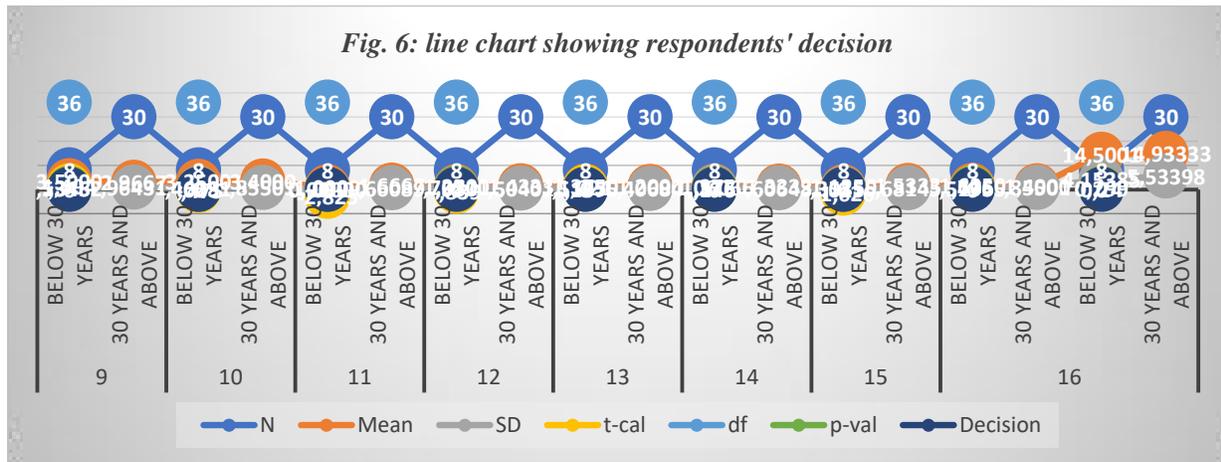*Fig. 5: line chart showing respondents' decision*

Hypothesis two

There is no significant difference in the mean rating of Tiktok platform utilization and Business Education Curriculum Content Delivery in River State Universities (RSU) based on age.

Table 5: Independent t-test on the respondents' decision on TikTok platform utilization and Business Education Curriculum Content Delivery in River State Universities (RSU), Nigeria, based on age.

Items	Respondents Category	N	Mean	SD	t-cal	df	p-val	Decision
9	Below 30 Years	8	3.5000	.53452	1.494	36	.346	NS
	30 Years and Above	30	2.9667	.96431				
10	Below 30 Years	8	3.2500	.46291	-.475	36	.008	S
	30 Years and Above	30	3.4000	.85501				
11	Below 30 Years	8	1.0000	0.00000	-2.825	36	.000	S
	30 Years and Above	30	1.6667	.66089				
12	Below 30 Years	8	1.2500	.70711	-.839	36	.580	NS
	30 Years and Above	30	1.4333	.50401				
13	Below 30 Years	8	1.3750	.51755	1.021	36	.107	S
	30 Years and Above	30	1.2000	.40684				
14	Below 30 Years	8	1.3750	1.06066	.146	36	.376	S
	30 Years and Above	30	1.3333	.60648				
15	Below 30 Years	8	1.1250	.35355	-1.626	36	.015	S
	30 Years and Above	30	1.5333	.68145				
16	Below 30 Years	8	1.6250	.51755	.706	36	.496	S
	30 Years and Above	30	1.4000	.85501				
	Below 30 Years	**8**	**14.5001**	**4.15385**	**0.299**	**36**	**0.24**	**S**
	30 Years and Above	**30**	**14.93333**	**5.53398**				

According to the t-test findings displayed in Table 5, there is not a significant variance in the average evaluating of TikTok platform utilization and Business Education Curriculum Content Delivery by age in River State Universities. This occurs due to the reality that Table 5's p-value of 0.24 exceeds than 0.05. The null hypothesis, that there is not a significant variation in the average rating of TikTok platform utilization and Business Education Curriculum Content Delivery in River State Universities (RSU), Nigeria, based on age is retained. Figure 6 uses a line chart to further determine the data.

Fig. 6: line chart showing respondents' decision

Hypothesis 3

There is no significant influence on the mean rating of TikTok platform utilization and Business Education Curriculum Content Delivery in River State Universities (RSU), Nigeria, based on years of service.

Table 6: Independent t-test on the mean rating of TikTok platform utilization and Business Education Curriculum Content Delivery in River State Universities (RSU), Nigeria, based on respondents' years of service

Items	Respondents' Category	N	Mean	SD	t-cal	df	p-val	Decision
17	Below 15 years of service	15	3.0000	.84515	.496	36	.458	NS
	15 Years of service and Above	23	2.8696	.75705				
18	Below 15 years of service	15	2.6000	.50709	-.951	36	.005	S
	15 Years of service and Above	23	2.9130	1.20276				
19	Below 15 years of service	15	3.3333	.48795	2.485	36	.018	S
	15 Years of service and Above	23	2.6522	.98205				
20	Below 15 years of service	15	1.6000	.50709	-.629	36	.047	S
	15 Years of service and Above	23	1.7826	1.04257				
21	Below 15 years of service	15	1.2000	.41404	-2.351	36	.009	S
	15 Years of service and Above	23	1.6087	.58303				
22	Below 15 years of service	15	1.1333	.35187	-.928	36	.053	NS
	15 Years of service and Above	23	1.2609	.44898				
23	Below 15 years of service	15	1.3333	.48795	-3.945	36	.047	S
	15 Years of service and Above	23	2.0000	.52223				
24	Below 15 years of service	15	1.4000	.50709	-.207	36	.674	NS
	15 Years of service and above	23	1.4348	.50687				
	Below 15 years of service	**15**	**15.600**	**4.1082**	**-0.815**	**36**	**0.163**	**S**
	15 Years of service and Above	**23**	16.5217	6.0455				

The t-test results reported in Table 6 above revealed that years of service have no significant effect on the mean rating of TikTok platform utilization and Business Education Curriculum Content Delivery at River State Universities. The reason is attributed to the reality that the p-value in Table 6 is significantly higher than 0.05. Because the p-values for all of the items are greater than p (.05), the null hypotheses that there is no substantial effect on the mean rating of TikTok platform utilization and Business Education Curriculum Content Delivery in River State Universities (RSU), Nigeria, based on years of service, are retained. Figure 7 interprets the data further using a line chart.

Fig. 7: line chart showing respondents' decision
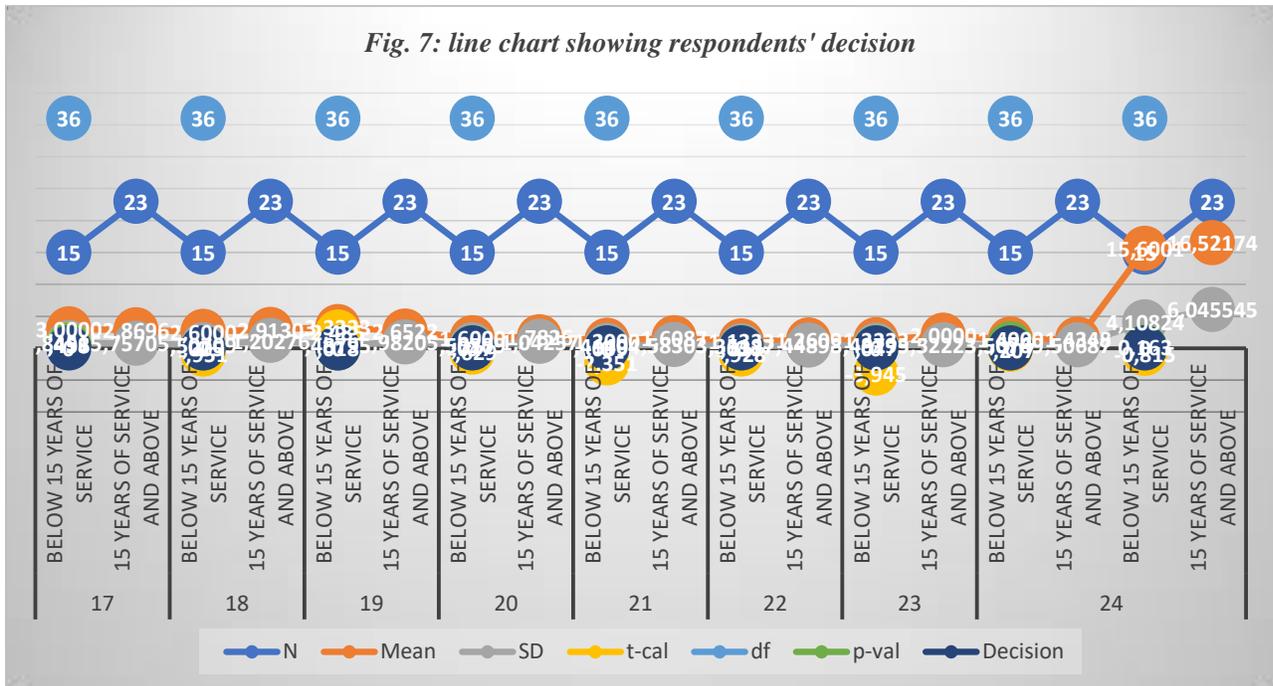
Discussion of findings

Pinterest platform utilization and Business Education Curriculum Content Delivery in River State Universities (RSU), Nigeria

The findings in Table 1 indicate that Items 1–3 earned a mean score higher than 2.5, which is consistent with the results in Table 1. Item 4–8, in particular, obtained a mean score below the 2.5 cut-off point. This demonstrates that the E-learning Platform (Pinterest) isn't being utilized in the research area to educate business education students in content delivery. The grand mean of 2.06 suggested that respondents in River State universities do not use an e-learning platform (Pinterest) to deliver business education curriculum content as a substitute for the traditional method of lecture delivery. This could be because lecturers are not properly trained in the use of electronic learning. The results indicate that the Pinterest platform's utilization in the delivery of business education curriculum content such as developing problem-solving skills, developing communication-solving skills, assigning project topics, creative team brainstorming, assigning continuous assessment, building digital students' portfolios, dispensing community news, and assigning lesson topics for discussion is not effectively utilized by the respondents. The findings are consistent with those of Atah and Abang (2022), who discovered that E-

learning platforms (Pinterest) have not been utilized in universities for educational purposes. The world is shifting from traditional to digital, and institutions and lecturers must quickly adopt e-learning platforms for the delivery of content. According to the findings of Atsu (2014), who argue that the inspiration and accessibility of E-learning platforms can influence curriculum content delivery, respondents should not only enjoy utilizing Pinterest for communication, entertainment, and leisure activities such as electronic interacting with others, texting, gaming, streaming albums and films, and perusing magazines, but students must additionally be able to use it competently in the educational process.

The first hypothesis found that there is no statistically significant variation in the mean rating of Pinterest platform utilization and Business Education Curriculum Content Delivery based on gender in River State Universities (RSU), Nigeria. Based on this note, the null hypothesis is therefore accepted. The findings coincided with Adeyinka (2018), who discovered that both male and female peers are in desperate need of properly utilizing the E-learning platform for lecture delivery in Nigeria universities.

TikTok platform utilization and Business Education Curriculum Content Delivery in River State Universities (RSU), Nigeria

In line with the data in Table 2, items 9–10 received a mean score above 2.5. More so, items 11–16 received a mean score below the cut-off point of 2.5, respectively. This shows that the E-learning platform (TikTok) is not being utilized. This could be because the respondents lack access to E-learning facilities to enable them to deliver the content of the business education program. The grand mean of 1.85 proved that respondents agreed that the university lecturers in River State are not utilizing an e-learning platform (TikTok) in lecture delivery. The results indicate that using an e-learning platform (TikTok) for tasks such as assigning homework, project-based learning, using videos for stimulating conversation within the classroom, uploading brief instruction recordings, summarizing lessons with a short video, assigning class tests, teaching a lesson, and comparing and contrasting ideas is insufficient for delivering business education content. However, the result is in agreement with Mugizi and Amwine's (2020) study, which revealed that e-learning is widely employed in university teaching and learning.

Furthermore, the findings of Hypothesis 2 revealed that there is no statistically significant disparity in the mean rating of Tiktok platform utilization and business education curriculum content delivery based on age in River State Universities (RSU) in Nigeria. The null hypothesis was accepted. Fortunately, the study is supported by Mugizi and Amwine (2020), whose findings show that electronic information resources have become prevalent in curriculum content delivery in Nigerian universities.

LinkedIn platform utilization and Business Education Curriculum Content Delivery in River State Universities (RSU), Nigeria

In line with the data in Table 3, items 17–19 received a mean score above 2.5. More so, items 4–20–24 received a mean score below the cut-off point of 2.5, respectively. This shows that the E-learning platform (LinkedIn) is not being utilized. This could be because the respondents are not aware of the utilization of E-Learning facilities (LinkedIn) to deliver the content of the business education program. The grand mean of 2.01 shows that respondents agreed that the university lecturers in River State are not utilizing the e-learning platform (LinkedIn) in the delivery of curriculum content. The findings show that respondents in the study

area did not effectively use the E-learning platform (LinkedIn) to get job opportunities, showcase skills, build an academic network, share up-to-date educational qualifications, share academic-relevant content, and get recommendations and endorsements. The study, however, contradicts the findings of Atsu, Ateb, and Atah (2021), who discovered that LinkedIn and/or a microblogging service such as Twitter were employed for business education course delivery. According to Atah, Nwosu, and Bessong (2022), research revealed that the use of e-learning sites such as LinkedIn for exchanging instructional content among university lecturers and students is extensively utilized. Furthermore, Al-khafaji and Sriram's (2014) findings show the utilization of e-learning platforms in Business Education program content delivery.

Nevertheless, hypothesis testing indicated that years of service had no significant effect on the mean rating of TikTok platform utilization and business education curriculum content delivery in River State Universities (RSU), Nigeria. This implies that, the null hypothesis was accepted. This finding is consistent with the findings of Al-khafaji and Sriram's (2014), who discovered no statistically significant difference between the LinkedIn and Skype groups (F (2, 82, 84) = 1.57,.213 @ p >.05).

Conclusion

The researchers looked into the use of electronic platforms and the delivery of business education curriculum content at River State Universities. The findings show that Pinterest, TikTok, and LinkedIn E-platforms are not used in the delivery curriculum of business education programs. The study results equally proved that gender, age, and years of service had little effect on lecturers' utilization of the e-learning platform to deliver business education curriculum content. This means that gender, age, and years of service have little bearing on the use of E-learning platforms in institutions, particularly in River State and Nigeria as a whole.

Recommendations

The researchers recommended as follows:
1. The federal and state governments should provide appropriate funding to equip Nigeria's universities with e-learning facilities to enhance online lecture delivery.
2. The Curriculum for Business Education should be updated by the curriculum designer to include e-learning resources.
3. The leadership of the school and the NUC ought to organize a publicity drive regarding the value and applicability of e-learning in Nigerian universities.
4. The University management should conduct regular assessments of university educational usage of e-learning facilities.
5. The head of the department should support academics who use e-learning platforms in their teaching and learning processes

References

1. Agim, V. U., Ochui, M. O. & Atah, C. A. (2020). *Assessment of availability of new technologies in delivery Business Education content in Tertiary Institutions in Cross River State. Vol. 7 (10), 1-9*

2. Akeke, M.N.G., Atah, C.A., Undie, S. P., Ajuluchukwu, N. E., Kolo I., Eleng, E. & Ben, A. O. (2023). *Electronic infrastructure and the sustainable development of Business Education Programmes in the 21st Century. (2023). Academic Journal of Interdisciplinary Studies, 12(5), 321.*

3. Al-khafaji, S & Sriram, B. (2014). *Using online learning resources: A self-learning tool. Learning and development publication.*

4. Atah, C. A. & Abang, M. B. (2022). *Influence of whatsApp applications software on academic performance of business education students in Federal College of Education Obudu. World Journal of Innovation And Modern Technology (WJIMT) 5(1), 40-49*

5. Atah, C. A., Chukwurah, M., Beshibeshebe, U. G., Godwin, R. Y., Idike, I. M., Ugbadu, I. D., & Orim, O. M. (2023). *Perception of university lecturers on the availability and accessibility of new naira notes in Nigeria. Journal of International Cooperation and Development, 6(2), 135-148.*

6. Atah, C. A., Idike, I. M. & Nyiam, P. A. (2022). *Assessing zoom software utilization in teaching and learning in tertiary institutions in Plateau State. International journal of social sciences and management research 8(5), 1-11*

7. Atah, C. A., Nwosu, B., & Bessong, E. (2022). *Students variables and the development of employability mastery on undergraduates Business Education students in Federal Universities in Southern Nigeria. Mediterranean Journal of Social Sciences, 13(6), 57-67. DOI*

8. Atsu, A. A. (2014). *Provision, utilization and information and communication technology (ICT) resources and secondary school administrators' effectiveness in Cross River State, Nigeria. Unpublished Ph.D Dissertation, Faculty of Education, University of Calabar, Calabar-Nigeria.*

9. Atsu, A. L. Ateb, T. A. & Atah, C. A. (2021). *Influence of business education curriculum content on the acquisition of vocational skills among business education students in tertiary institutions in Cross River State. International Journal of Education and Evaluation, 7(5), 47-59*

10. Babalola, J. O., Dambo, B. I. & Bupo, O. G. (2019). *Utilization of online platforms for e-learning by business education postgraduate students in universities in South-South Nigeria. Nigerian journal of business education, 6 (1), 12-24*

11. Bessong, E. B., Nwosu, B. & Atah, C. A. (2022). *Extents of availability and utilization of Microsoft team technologies in teaching and learning of business education: British International Journal of Education and Social Sciences Vol.09, (10) 101-111*

12. Bupo, G. O. & Ndinechi, G. I. (2021). *Business education students' utilization of e-learning in Anambra State Tertiary Institutions. International Journal of Scientific Research and Innovative Technology Vol. 2 No. 4; April 2015, 16-25.*

13. Mingle, J. & Adams, M. (2015). *Electronic platforms network participation and academic performance in senior high schools in Ghana. International Journal of Innovative Research and Development, 2(2), 173-180*

14. Mugizi, W., & Amwine, C. M. (2020). *Information communication technology use and job performance of teachers at a private international school in Uganda. Creative education journal, 1(1), 166-181.*

15. Nwosu, B. Bessong, E. B. & Atah, C. A. (2022). *Availability and utilization of zoom technologies in teaching and learning of business education in tertiary Institutions in Cross River State. Academic Journal of Current Research Vol. 9 (10); 152-161*

16. Otum, N. I. & Atah, C. A. (2021). Perceived strategies for teaching Business Education curriculum content for the acquisition of skills competence. *International Journal of Education and Evaluation Vol 7(5), 12-21*

17. Sharma, G. & Shukla,Y. (2016). The use of internet resources by university students during their course Projects Elicitation: A Case Study. *Journal of Educational Technology, (9), 234-244.*

18. Ukah, T. A. & Atah, C. A. (2022). Influence of social media utilization and academic rendition of business education students in university of Cross River State (UNICROSS), Nigeria. *Academic Journal of Current Research, 9(1), 17–22.*