

# Perceived Influence of E-Learning on Business Education Students' Academic Performance in Rivers State Universities

DR. BOMA I. DAMBO<sup>1</sup> and LIAH, Princess Bariledum<sup>2</sup>

Department Of Business Education, Rivers State University, P.M. 5080, Port Harcourt  
Phone: 08033415678<sup>1</sup>, 08034416798<sup>2</sup>

**Abstract:** *This study examined Perceived Influence of E-Learning on Business Education Students' Academic Performance in Rivers State Universities. Two objectives, research questions and hypotheses were posed to guide the study. Descriptive survey design was used for the study. The Population was nine hundred and Forty (940) students out of which a sample of 376 was used, representing 40 percent of the total population, simple random sampling technique was used. Data for the study were collected by means of questionnaire titled Perceived Influence of E-Learning on Business Education Students' Academic Performance Questionnaire (PIELBESAPQ)". It adopted a four point rating scale of High Extent to Very Low Extent. The research instrument was face and content validity. Test re-test method was used for the reliability test which yielded a reliability co-efficient of 0.92. Three hundred and seventy six (376) copies of questionnaire were distributed and 356 were retrieved for analysis. Mean and Standard Deviation were used to answer the research questions, while z-test was used to test the hypotheses. The findings revealed that Mobile learning influences Business Education Students' Academic Performance. It was also revealed that Learning Management System influences Business Education Students' Academic Performance. . Based on the findings conclusion was made that digital collaboration is cost effective in the sense that there is no need for the students or learners to travel, Digital collaboration always take into consideration the individual learners differences. E-learning has dominantly become an effective mechanism in professional training as well as teaching and learning at tertiary level due to it's speed, convenience and efficiency in accessing and processing information via web systems. Based on the findings, conclusion was made and recommendations made amongst others that Tertiary institution management should make effort to provide e-learning environment that would enhance student performance in schools and also facilitate their self- development efforts. A stable power supply should be made available for the effective use of Information Communication Technology in Nigeria.*

**Keywords:** E-learning, Mobile learning, learning management system and academic performance

## Introduction

Education is considered as a systematic acquisition of knowledge through recognized agencies and controlled environment particularly that of school from elementary, primary, secondary, to higher education level (Zaharias, 2015). According to Agi and Yellowe (2013) education is important to the development of human resources, impartation of appropriate skills, knowledge and attitude. It is the basis for transformation, industrialization and a high way to global knowledge economy. The Internet has become one of the vital ways to make available resources for research and learning for students to share and acquire information (Richard &Haya 2012). Anyira (2011) remarked that, lecturers with very large and or distant class of learners, e-learning is inevitable. Technology has radically and positively impacted on education and training globally by transforming teaching and learning. The whole process of education, particularly the way lecturers gain access to knowledge and information in this 21st century, has been greatly affected by technology; especially Information and Communication Technology (ICT), Butcher (2013).

E-learning is more cost effective than traditional learning because less time and money is spent traveling. Since e-learning can be done in any geographic location and there are no travel expenses, this type of learning is much less costly than doing learning at a traditional institute. E-learning has the advantage of taking class anytime anywhere. Education is

available when and where it is needed, (Soa, Koki & Chang 2015). E-learning can be done at the office, at home, on the road, 24 hours a day, and seven days a week. E-learning also has measurable assessments which can be created so both the instructors and students will know what the students have learned, when they've completed courses, and how they have performed, (Tamas & Vauthier, 2016). E-learning as a sub-system within Information and Communication Technology (ICT), is the electronic process which enhances the delivery and administration of learning opportunities and support via computer, networked and web-based technology to help individual performance and development. The basic principle of e-learning is connectivity – the process by which computers are networked to share information which can connect people. This is provided for by what is often called the e-learning landscape or architecture, which refers to the hardware, software and connectivity components required to facilitate learning(Okure, 2014).

E-learning technology has the potential to transform how and when learners learn. Learning will become more integrated with work and will use shorter, more modular, just-in-time delivery systems. E-learning delivers contents through electronic Information and Communications Technologies (ICTs), (Markus, 2014). According to Ajayi (2008), the use of these facilities involves various methods which include systematic feedback system, computer-based operation network, video conferencing and audio conferencing, internet worldwide websites and computer assisted instruction. This

delivery method increases the possibilities for how, where and when learners can engage in lifelong learning.

E-learning can be viewed as computer assisted learning, and as pedagogy for student-centered and collaborative learning. Early developments in e-learning focused on computer assisted learning, where part or all of the learning content is delivered digitally. More recently the pedagogical dimension of e-learning has become prominent. E-learning comprises all forms of electronically supported learning and teaching. The information and communication systems, whether networked learning or not, serve as specific media to implement the learning process.

Learning is defined as a change in behavior. In other words, learning is approached as an outcome the end product of some process. It can be recognized or seen. Learning is measurable and relatively permanent change in behaviour through experience, instruction or study, (Atkinson, Hugo, Lundgren, Shapiro, & Thomas, 2013). Whereas individual learning is selective, group learning is essentially political. Its outcomes depend largely on power playing in the group. Learning itself cannot be measured, but its results can be. Student learning is someone who studies, that is, someone who uses analytical methods to examine a subject and acquire knowledge, usually under the guidance of a teacher in an educational institution. A learner is someone who learns something, (Skinner & Green, 2008; Maulana, Opdenakker, Stroet, & Bosker, 2013). Business Education as a programme of study which offers students who wish to pursue a career in business an opportunity to develop those skills, abilities and understanding that will enable them to enter, perform and progress in a business occupation after graduating from high school or the university, (Nwanewezi, 2010). According to Nwanewezi (2010), Business Education encompasses education for office occupations, business teaching, business administration and economic understanding. However, one can say that Business Education is the intellectual and vocational instructions given to students to earn a living in the contemporary industrial and ever changing business environment. The tenet of Business Education embraces entrepreneurship, basic education, business environment and vocational practices. To this end, if general education is seen as a means of adjustment of the individual to his environment, then business education should simply be seen as a means of adjustment of the individual to his business environment. Business Education is an educational process, whose primary aim is to prepare people for role in enterprises, as employers, entrepreneurs or self-employed (Amaewhule, 2009). It is in the light of this that the researcher tends to investigate Influence of e-learning on Students Learning in Business Education in Rivers State Universities.

#### **Purpose of the Study**

The main purpose of this study is to ascertain the influence of e-learning on Student Learning in Business Education in Rivers State Universities. Specifically, the study sought to:

1. Determine the extent to which Mobile Learning influences student learning in Business Education in Rivers State Universities.

2. Determine the extent to which Learning Management System influences student learning in Business Education in Rivers State Universities.

#### **Research Questions:**

The following research questions guided the study.

1. To what extent does Mobile Learning influence student learning in Business Education in Rivers State Universities?
2. To what extent does Learning Management System influence student learning in Business Education in Rivers State Universities?

#### **Research Hypotheses**

The following null are formulated for the study, which will be tested at 0.05 level of significance.

- 1: There is no significant difference in the mean rating of respondents in Rivers State University and Ignatius Ajuru university of Education on the influence of mobile learning on student learning in Business Education in Rivers State Universities.
- 2: There is no significant difference in the mean rating of respondents in Rivers State University and Ignatius Ajuru university of Education on the influence of learning management system on student learning in Business Education in Rivers State Universities.

#### **Methodology**

The study adopted a descriptive survey research design and was conducted in Port Harcourt, Rivers State. The Population was 940 Students in two (2) Universities in Rivers State. Simple Random Techniques was used to select 376 of students as the Sample size for Study. Data for the study was collected through well-structured questionnaire personally developed and administered by the researcher. The study adopted a five-point rating scale ranging from Very High Extent (VHE) to Very Low Extent (VLE). Reliability for the instrument was determined using test-re-test method which yielded 0.84. 376 copies of the questionnaire were valid and 356 usable for study. Mean and standard deviation was used to answer the research questions while z-test was used to test the null hypotheses. The null hypothesis was rejected where the z-calculated value was more than the z-table value otherwise it was not rejected.

**Results: The results obtained from the respondents is shown below:**

**Research Question 1:** To what extent does Mobile learning influence Business Education Students' Academic Performance in Rivers State Universities?

**Table 4.1: Mean and Standard Deviation Scores on How Mobile learning influence Business Education Students' Academic Performance in Rivers State Universities**

S/N	Item Statements	RSU = 187 $\bar{x}$	SD	Source: Field Survey, (2020) Remarks
1	Mobile phone helps me to collaborate with my peers for better learning	3.06	1.06	Very High Extent 3.28 0.90
2	Mobile learning improves students academic performance	3.22	0.82	Very High Extent 2.99 1.09
3	Mobile phone helps me to get research materials to do assignments	3.16	0.99	Very High Extent 3.02 1.10
4	The use of my mobile helps to the get good grades	3.12	0.89	Very High Extent 2.89 1.06
<b>Total Mean &amp; SD</b>		<b>= 12.56</b>	<b>3.79</b>	<b>12.14 4.15</b>
<b>Grand Mean &amp; SD</b>		<b>= 3.14</b>	<b>0.94</b>	<b>3.02 1.03</b>

**Source:** Field Survey, (2020)  
 The response in Table 4.1 on research question one revealed that item 1 had a mean score of 3.06 and standard deviation of 1.06, item 2 had a mean score of 3.22 and standard deviation of 0.82, item 3 had a mean score of 3.16 and standard deviation of 0.99 and item 4 had a mean score of 3.12 and standard deviation of 0.89 which are all above the range mean of 2.50, hence they were accepted. The results indicates that Mobile phone helps me to get research materials to do assignments, Mobile phone helps me to collaborate with my peers for better learning.

**Research Question 2:** To what extent does Learning Management System influence Business Education Students' Academic Performance in Rivers State Universities?

**Table 4.2: Mean and Standard Deviation Scores on how Learning Management System influence Business Education Students' Academic Performance in Rivers State Universities**

S/N	Item Statements	RSU = 187 $\bar{x}$	SD	IAUE = 169 $\bar{x}$	SD
1	I am discouraged using Learning Management System because of poor network	3.12	0.99	3.10	0.96
2	The training I received using Learning Management System is not sufficient.	2.64	1.14	2.98	1.02
3	Learning Management System is an interactive platform and can motivate students to learn.	2.99	1.00	3.27	0.87
4	Learning management system engage students on forum interaction using forum platform.	3.25	0.84	3.27	0.93
<b>Total Mean &amp; SD</b>		<b>= 12.00</b>	<b>3.97</b>	<b>12.62</b>	<b>3.78</b>
<b>Grand Mean &amp; SD</b>		<b>= 3.00</b>	<b>0.99</b>	<b>3.15</b>	<b>0.94</b>

**Hypothesis 1:** There is no significant difference in the mean rating of respondents in Rivers State University and Ignatius Ajuru University of Education on the influence of mobile learning on Business Education Students' Academic Performance in Rivers State Universities.

**Table 4.3: Z-test Analysis of Mean Ratings of Respondents in Rivers State University and Ignatius Ajuru University of Education on the Influence of Mobile learning on Business Education Students' Academic Performance.**

Respo ndents	N	$\bar{X}$	S D	St d Er r	D F	p	z- c	z- cr	Deci sion
RSU	187	3.14	0.94	0.096	104	0.000	10.89	1.96	Accepted
IAUE	169	3.15	0.94	0.096	135	0.000	10.89	1.96	Accepted

The data in table 1 revealed that the calculated z-test value of RSU and IAUE was 3.14 and 3.02, while the critical z-value was 1.96 at a degree of freedom of 354 at 0.05 significant levels. Therefore, the null hypothesis was Accepted, meaning that there is no significant different of RSU and IAUE on the extent on how mobile learning influence Business Education Students' Academic Performance.

**Hypothesis 2:** There is no significant difference in the mean rating of respondents in Rivers State University and Ignatius Ajuru University of Education on the influence of learning management system on Business Education

Students' Academic Performance in Rivers State Universities.

**Table 4.6: Z- test Analysis of the Mean Ratings of Respondents in Rivers State University and Ignatius Ajuru University of Education on the Influence of Learning management System on Business Education Students' Academic Performance.**

Respo ndents	N	$\bar{X}$	S D	St d Er r	D F	p	z- c al	z- cr it	Deci sion
RSU	187	3.0	0.9	0.07	310	0.00	0.6	1.96	Ac c e p t e d
IAUE	169	3.1	0.9	0.07	334	0.00	0.6	1.96	Ac c e p t e d

Source: Field Survey, 2020

The data in table 2 revealed that the calculated z-test value of RSU and IAUE was 3.00 and 3.15, while the critical z-value was 1.96 at a degree of freedom of 354 at 0.05 significant levels. Therefore, the null hypothesis was Accepted, meaning that there is no significant difference of RSU and IAUE on the extents learning management system influence Business Education Students' Academic Performance in Rivers State Universities.

### Summary of Major Findings

The following summary were achieved from the responses of the respondents.

From the finding, it was revealed that:

1. Mobile learning improves students academic performance, students uses Mobile phone to collaborate with my peers and students uses mobile phone to get research materials to do assignments
2. Learning Management System is an interactive platform and can motivate students to learn, learning management system engage students on forum interaction using forum platform and The training I received using Learning Management System is not sufficient

### Discussion of Findings

The Discussion of findings were done according to Research Question posed in Chapter one

### Extent on how Mobile Learning Influence Business Education Students' Academic Performance in Rivers State Universities

Findings from table one which was for research question one showed that Mobile learning influence Business Education Students' Academic Performance such as Mobile learning improves students academic performance, students uses Mobile phone to collaborate with my peers and students uses mobile phone to get research materials to do assignments. The result of the first hypotheses on 4.5 shows that there is no significant difference in the mean rating of respondents in Rivers State University and Ignatius Ajuru university of Education on the influence of mobile learning on Business Education Students' Academic Performance in Rivers State Universities. Having a perfect negative correlation, thus making the null hypotheses to be accepted. The finding is in agreement with the view of Yousuf, (2007 )who opined that Mobile learning is one of the innovations of 21st century that has created ease and adaptability for distant learning by incorporating supportive role of instructors. Mobile learning is a new form of e-learning that is offered to the students through the application of mobile technologies. Through the mobile learning approach students are motivated and can engage their attention while placing much precedence on solving problems, enhancing their reading, memory and also writing skills.

### Extent on how Learning Management System Influence Business Education Students' Academic Performance in Rivers State Universities

Findings from table two which was for research question two showed that Learning Management System is an interactive platform and can motivate students to learn, learning management system engage students on forum interaction using forum platform and The training I received using Learning Management System is not sufficient. The result of the first hypotheses on 4.6 shows that There is no significant difference in the mean rating of respondents in Rivers State University and Ignatius Ajuru University of Education on the influence of learning management system on Business Education Students' Academic Performance in Rivers State Universities. Having a perfect negative correlation, thus making the null hypotheses to be accepted. The finding is in agreement with the view of Walker, (2006) who opined that Learning management systems are considered to be course management platforms for instructors to design, develop, and prepare their classroom to deliver online education to their students. Agreeing with the view of Walker, Bell, (2011) opined that Learning management systems were designed to facilitate online learning, and now instructors are embracing and appreciating knowledge sharing in the classroom that is educating and preparing adult learners to complete their college education irrespective of where they are Located.

### Conclusion

From the data analysis and findings, conclusion were drawn as follows: Mobile learning improves students academic performance, students use Mobile phones to collaborate with peers and students uses mobile phones to get research

materials to do assignments. Through the mobile learning approach, students are motivated and can engage their attention while placing much precedence in solving problems, enhancing their reading, memory and also writing skills. It was concluded that learning management system is an interactive platform that can motivate students to learn, engages students on forum interaction using forum platform. Learning management platform, influences teaching and students learning tremendously and are making it convenient and accessible for adult learners to acquire their college Education virtually from anywhere in the world.

### Recommendations

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

1. Assignment and research works that are meant to encourage students to the most effective use of the e-learning facilities provided by the school should frequently be given to the students as this will help to significantly improve their self –independence and development in their respective academic endeavours.
2. Information Communication Technology should be promoted all over the country and be made available and affordable to the people especially the educators and educational institutions.

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