

The Utilization of E-Learning Facilities on Students Academic Performance in Business Studies in Akwa Ibom State Secondary Schools

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ABSTRACT

The study examined the utilization of E-Learning facilities among Business studies students in Akwa Ibom State Secondary schools. The population of the study comprised all the six hundred and eighty one (681) business studies teachers and student in all the three hundred and forty (340) Secondary Schools owned by the Government. The study adopted survey design while purposive sampling technique was used to sample 631 business studies teachers; stratified sampling technique was used to select 631 JSS3 business studies students from the government owned secondary schools in the state. Two research instruments were used for data collection. The instrument were a questionnaire titled E-Learning facilities utilization questionnaire (EFUQ) and researchers made achievement test in business studies tagged "Business Studies Achievement Test (BSAT). The two research instrument were administered to the 631 teachers and 631 students and used for the study. The two instrument were vetted by 2 experts in the department of Educational Foundation in the Faculty of Education, University of Uyo and 1 expert in test and measurement from same institution before the reliability test was conducted with fifty (50) respondents and the result which ranged from 0.82 to 0.98 proved the Instrument reliable for the study. Data collected were analyzed using descriptive statistics to answer the research questions and independent t-test analysis were all significant and from the result of the analysis, it was observed that there is significant influence of E-Learning facilities utilization on students academic performance in Business Studies in Akwa Ibom State Secondary Schools. Also there is significant influence of the effective use of internet facilities on the knowledge and skills of Business Studies students. One of the recommendations was that an in-service training programme should be organized for teachers for implementation of information and communication technology (ICT) in order to aid E-Learning program.

Keywords: E-Learning facilities, students, internet facilities, knowledge, Academic performance, Business Studies, Secondary Schools, Akwa Ibom State.

INTRODUCTION:

E-Learning is the act of taking a course online using a Modem, Wireless or Cable Connection to access Academic Course materials from a computer, phone or other devices. Bermejo 2005 defined E-Learning as Education that uses computerized communication system as an environment for communication, the exchange of Information and intersection between Student and Instructors. E-Learning centers on the intersection of education, Teaching and

Learning with ICT (Okoro 2000) it clearly preceded by two other disciplines; educational technology and distance education. These two disciplines have unequally contributed to the intensive use of ICT for Educational purposes.

E- Learning is also a natural evolution of distance learning which has taken advantage of the latest tools to emerge in the contest of technologies for structuring education.

The introduction of multimedia technology and internet in learning has been observed as a means of improving accessibility among student and teachers in both private and public secondary schools in Akwa Ibom State. E-learning is contributing in learning, utilizing electronics technologies to access educational curriculum in educational sector for the purpose of advancing the knowledge base.

STATEMENT OF PROBLEM:

This study is informed by the deplorable state of Educational system in Akwa Ibom State due to the inadequate teaching-learning facilities and infrastructures. Most libraries in the schools are not well equipped, some of the schools audio-visual learning materials are rarely utilized as a result of incessant power outages and sometimes lack of awareness on the part of the students. Teaching and learning of business studies over the years has faced various problems ranging from the use of poor instructional approach, relying on text booking information and teacher's class verbalization due to the general poor attitude towards innovation (Candau 2003). On the part of the student, the problem with Business Studies literacy seems to revolve around the understanding of concepts, its retention, and its presentation in an examination context.

The problem is worsened by limited time for syllabus coverage and thorough revision in preparation for external Examination, considering the fact that Computer and other Internet services utilization for teaching and learning of Business Studies at Junior Secondary Schools Level get to be formally recognized as a means of performances, because curriculum developers understanding its importance at that level, teaching of Business Studies is further compromised, as E-learning resources are not available or utilized to demystify complex of the clearer understanding of the learner (Ukpebor, 2010).

PURPOSE OF THE STUDY:

The major purpose of the study was to determine the influence of E-learning facilities utilization on the students academic performance in Business Studies in Akwa Ibom State Secondary Schools. Specifically, the study sought to:

1. Determine the influence of E-Learning facilities utilization on students academic performance in Business Studies in Akwa Ibom State.
2. Examine the influence of the effective use of internet facilities on the knowledge and skills of Business Studies Students in Akwa Ibom State Secondary Schools.

RESEARCH QUESTIONS:

The following research questions will be answered :

1. What is the influence of E-Learning facilities utilization on students academic performance in Business Studies in Akwa Ibom State Secondary Schools?
2. To what extent does the effective use of internet facilities affect the knowledge and skills of Business Studies Students in Akwa Ibom State Secondary Schools ?

RESEARCH HYPOTHESIS:

The following null hypothesis guided the study:

1. There is no significant influence of E-Learning facilities utilization on students academic performance in Business Studies in Akwa Ibom State Secondary Schools.
2. There is no significant influence of the effective use of internet facilities on the knowledge and skills of Business Studies students in Akwa Ibom State Secondary Schools.

SIGNIFICANCE OF THE STUDY:

This study will be highly important to the government of Akwa Ibom State at all levels, the parents and guardians, Educational planners, decision and policy makers as well as other stakeholders in the Educational sector.

It will help in producing a healthy, literate self reliance citizen that would create wealth for human development and sustainability of educational policies. Through this studies students as well as the teachers will be able to know the effect of effective utilization of E-Learning facilities on academic performance of students in Akwa Ibom State Secondary Schools.

LITERATURE REVIEW:

THE CONCEPT OF E-LEARNING:

The term E-Learning defines technology mediated and digitally empowered learning that utilizes hardware e.g. (Pc tablets, printer, digital camera, digital videos, scanner, overhead projector, OHP screen, software operating system, cloud technology applications (APPS) writing ms office) and CD textbook that fall in the category of course were OERS E-content and others e.g. USB drive CD Rom. Whether from distance or face to face class room setting (PC helped learning) to empower teacher to student interactions.

Actually it move the citadel of learning from traditional to module-driven ICT-Based customize adaptable and synergistic learning that involve learners, instructors, facilitators and specialist (Falana 2015). Markus and Robey 1998; Olojo et;al 2012). While a traditional teacher focused face-face interaction, the learners focus is facilitated by technology affordances which empower learners in sharing and receiving content regularly.

E-Learning emphasizes simplified and synergistic PC bolstered learning process and appraisal approaches that utilized innovation and other programming such as wikis blogs;

podcast and learning management frame work (e.g. Internet and web office www) to improve teaching and research (Mahahusudhan 2008; Nadiu 2006) and to empower student and teacher to produce, progress and share learning contents in a more regular structure (Chiaha et;al 2013).

Studies e.g Falana 2015; Markus and Robey 1998; Olojo et;al 2012; Sloan et;al 2014 argued that E-Learning is a significant and compelling strategy that should be introduced into institutions current learning styles and teaching methods for students and for community oriented learning. Anderson (2003) asserts that the utilization of E-Learning help learners willingness to learn to innovate. Learners introduce atmosphere where interest are stirred, creative abilities invigorated, premiums produced, perspectives developed and state of mind changed along the line on achieving the premise for instruction.

Asserts that the advantages of E-learning to organization and teachers is that it reduces time and cash, Upgrade image of the institutions, advances ceaseless experts, advancement of staff, enhance the nature of education and makes adaptation more powerful. There are very many research work related to E-Learning for educational purposes, many of these studies maintained that E-Learning can aid instructional processes and facilitate students learning.

Some have also found positive effect associated with technology aided instruction (Burnett 1994; Thierer, 2000, Ozioma and Offordie 2011 and FitzGerald and Wanner 1996).

The innovation of E-Learning has brought about rapid changes in research and teaching which cannot be simply ignored Lau-ho 2005 in his work noted that E-Learning facilities are useful in education as a tool for curriculum delivery, assessment, research and hands-on-experience. The study further stated that teachers need to use E-Learning to facilitate curriculum delivery, practical lesson and follow-up of student learning activities.

It further stated that students and teachers can download relevant lesson plans for use in curriculum delivery, obtain on-line test and quiz samples, can guide student to read learning materials on screen e.g files, links and even use computer simulations for demonstration of lessons.

Therefore efficient use of E-Learning facilities is required for effective teaching of Business Studies in Secondary Schools. In the design and implementation of E-Learning facilities studies noted that E-Learning experts have always relied on methods that are structured in order to get information requirement from various stakeholders and users of the facilities (Orlikowsk and Gash 1994). Hanseh and Menteiro (1997) have argued that these approaches do not pay sufficient attention to assumptions, expectations, values and beliefs and how this may impact various stakeholders who are the end users of the technology.

Therefore this study is useful to authors, universities and ICT experts who are involved in the development of the E-Learning facilities so that they can understand how the values, expectations and beliefs differ from the end users of these facilities.

The study therefore provides a better understanding of issues associated with the adoption and utilization mechanization in Secondary Schools. It unveils the nature of adoption

practices that inform the rapid development of institutional E-Learning structure Singh and Hardaker 2014.

CONCEPT OF BUSINESS STUDIES:

Osualla (1995) explained Business Studies as part of education which deals with Business Experience both for specialized occupational uses and for general uses. The individuals prepare himself with adequate knowledge of existing Business Institutions and adjust accordingly to benefit maximally from available opportunities.

According to Nigerian Policy of Education (NPE 2004), at the Junior Secondary School (JSS) level, Business Studies Curriculum is intended to offer both specialized and general educational experiences. The specialized form of education is design to meet the immediate needs of individuals who wish to develop intellectual and vocational interest in a specified field.

Usoro (2001) opined that Business Studies currently taught at Secondary School level is rudimentary to Business Education. At this level is a subject made up of five components or compartment namely, typewriting, shorthand, commerce, book- keeping and office practice. Asuquo (2005) indicated that at Junior Secondary School level integrated Business subjects are offered as Business Studies.

Here students are exposed to pre-vocational ideas in Business at the senior Secondary School level, Business Subjects are offered separately to further increase student's knowledge and understanding of Business Concepts. Odulami (2001) opined that Business Studies Curriculum should aim at developing student conception thinking, manipulative skills and scientific attitudes.

METHOD:

RESEARCH DESIGN

Survey design was adopted in the study. This design was appropriate in the study berceuse according to Osuala (2005) survey research focuses on people, the vital facts of the people and their beliefs, opinions, attitudes, motivation and behavior,

AREA OF STUDY:

The study was conducted in the state owned Secondary Schools in the thirty one (31) Local Government areas of Akwa Ibom State.

POPULATION OF THE STUDY:

The population of the study comprises all the six hundred and eighty one (681) Business Studies Teachers in the three hundred and forty (340) Governments owned Secondary Schools in Akwa Ibom State.

SAMPLE AND SAMPLING TECHNIQUES:

The researcher used a purposive sampling technique to sample six hundred and thirty one (631) Business Studies Teachers and stratified sampling technique to select six hundred and

thirty one (631) JSS3 Business Studies Students from the Public Secondary Schools In Akwa Ibom State.

INSTRUMENTATION:

Two research instruments were used for the data collection. The instrument were questionnaire titled E-Learning facilities utilization questionnaire (EFUQ) and researchers made achievements test in business studies tagged "Business Studies Achievement Test" (BSAT); EFUQ measured E-Learning facilities utilization while BSAT measured students performance in Business Studies.

VALIDATION OF THE INSTRUMENTS:

The questionnaire items were subjected to validation by two (2) experts in the department of Educational foundation in the faculty of Education University of Uyo, and one (1) expert in test and measurement from the same University.

RELIABILTY OF THE INSTRUMENT:

Pearson Product Moment Correlation (PPMC) was used to determine the reliability coefficient of the instrument. Using the test-retest method, the instrument were administered twice to fifty (50) Teachers and fifty student that were not part of the study with two weeks interval between each administration.

The reliability coefficient for the questionnaire and Business Studies Achievement test ranged from 0.82 to 0.98 which showed that instrument were highly reliable.

ADMINISTRATION OF INSTRUMENT:

The instruments were administered personally by the researcher to the respondents. This personal administration of questionnaire helped to minimize loss of questionnaire. The respondent was given enough time to complete the questionnaire before they were collected for analysis.

METHOD OF DATA ANALYSIS:

Data collected were processed using the Statistical Package for Social Science (SPSS). Two research questions were answered using (mean) descriptive statistics, while two hypothesis were tested using the independent t-test analysis at 0.05.

RESULT AND DISCUSSION:

Answer to research questions

RESEARCH QUESTION ONE (1):

What is the influence of E-Learning facilities utilization on student's academic performance in Business Studies in Akwa Ibom State?

Table 1 was used to answer the research question.

Table 1: Descriptive analysis of the influence of E-Learning facilities utilization on student’s academic performance in Business studies.

Variable	N	X	SD	REMARK
Academic performance of students who uses E-Learning facilities effectively	490	72.79	11.34	Remarkable Difference
Academic performance of students without using E-Learning facilities.	141	48.71	5.47	

The result in table 1 shows that the level of academic performance of students who uses E-Learning facilities effectively (72.79) is remarkably higher than their counterparts (48.71) without using E-Learning facilities. The result therefore means that the E-learning facilities utilization has remarkable contribution on the academic performance of students in business studies in Akwa Ibom State Secondary Schools.

RESEARCH QUESTION TWO (2):

To what extent does the effective use of internet facilities affect the knowledge and skills of Business Studies Students in Akwa Ibom State Secondary Schools?

Table two (2) was used to answer the research question.

TABLE 2: Descriptive analysis of the influence of effective use of internet facilities on the knowledge and Skills of Business Students in Akwa Ibom State Secondary Schools.

Variable	N	X	SD	REMARK
Academic performance of students who acquired knowledge and skills through the use of internet facilities effectively	486	73.26	10.45	*Remarkable Difference
Academic performance of students without using internet facilities.	145	47.78	6.13	

Source: field survey

The result in table two (2) shows that the level of academic performance of student who acquired knowledge and skills through the use of internet facilities 73.26 is remarkably higher than their counterpart (47.78) who do not use internet facilities affirmed it.

The result therefore means that utilization of internet facilities on student’s academic performance in Business Studies cannot be over emphasized in Akwa Ibom State Secondary Schools.

TESTING OF HYPOTHESIS:

Hypothesis one (1): There is no significant influence of E-Learning facilities utilization on student’s academic performance in Business Studies. In order to test the hypothesis, two variables were identified as follows:

- 1) E-Learning facilities utilization as independent variables
- 2) Students academic performance as dependent variables.

The independent analysis was used in comparing the mean score of the two independent groups (see table three (3))

TABLE 3: Independent t-test analysis on the influence of utilization of E-Learning Facilities on student’s academic performance in Business Studies.

Variable	N	X	SD	REMARK
Academic performance of students who uses E-Learning facilities effectively	490	72.79	11.34	* 24.40
Academic performance of students without using E-Learning facilities.	141	48.71	5.42	

**significant at 0.05 level; degree of freedom df = 629; critical t-value =1.96*

As shown in table three (3) the calculated t-value 24.40. This value was tested at 0.05 levels with 629 degree of freedom.

The obtained t-value (24.4) is greater than the critical t-value (1.96). Hence the result was significant.

The result therefore means that there is significant influence of utilization of E-Learning Facilities on student academic performance in Business Studies in Akwa Ibom State Secondary Schools.

HYPOTHESIS TWO (2):

There is no significant influence of the effective use of internet facilities on the knowledge and skills of Business Studies Students in Akwa Ibom State Secondary Schools. In order to test the hypothesis two variables were identified as follows:

- 1). Effective use of internet facilities on students knowledge and skills as independent variables
- 2). Student’s academic performance as dependent variables.

The independent t-test analysis was used in comparing the mean score of the two independent groups (see table three (4))

TABLE FOUR (4):

Independent t-test analysis on the influence of effective use of internet facilities on student’s knowledge and skills.

Variable	N	X	SD	REMARK
Performance of students who acquired knowledge and skills through the use of internet facilities effectively	486	73.26	10.41	*28.40
Academic performance of students without using internet facilities.	145	47.78	6.13	

**significant at 0.05 level; degree of freedom df = 629; critical t-value =1.96*

As shown in table four (4) the calculated t-value 28.40. This value was tested at 0.05 levels with 629 degree of freedom. The obtained t-value (28.40) is greater than the critical t-value (1.96). Hence the result was significant. The result therefore means that there is significant influence of utilization of internet Facilities on student knowledge and skills in Business Studies in Akwa Ibom State Secondary Schools.

DISCUSSION OF FINDINGS:

The result of data analysis was significant due to the fact that they obtain t-value 924.40 was greater than critical t-value (1.96) at 0.05 level with 629 degree of freedom. This result implies that utilization of E-Leaning Facilities has remarkable influence on the academic performance of students in Business Studies in Akwa Ibom State Secondary Schools. The significant of the result is in agreement with the opinion of Reynolds and associate (1996) who identified teacher behavior contribution to better student outcomes. Effective class management, use of home work, high expectation, clean gold setting, structuring the curriculum, feedback and corrective instruction.

It also supports the findings of Obasi (2008) which cited the administration as an instructional manager in Business studies class room knowing fully that his leadership style has a great deal of influence on students performance. The significant of the result calls the null-hypothesis to be rejected while the alternative one was retained. The result of the data analysis in table 4 was significant due to the fact that they obtained t-value (28.40) was greater than the critical t-value (1.96) at 0.05 with 629 degree of freedom (df).

This implies that students acquired and skills through the use of internet facilities and these has a remarkable influence on the academic performance of students in Business Studies in Akwa Ibom State Secondary Schools.

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The significant of the result is in agreement with opinion of Ewuhovich and Miller (1998) who found out that children’s achievements and learning styles improved considerably as a

result of consistent use of computer in learning. The significant of the result causes the null hypothesis to be rejected while the alternative one was retained.

CONCLUSION:

From the findings of the study, it was revealed that utilization of E-Learning facilities has a remarkable effect on the student thus, affecting their academic performance in Business Studies. The impart E-Learning in felicitating academics performance of Student have gone a long way, more effort should be made by the management of Secondary Schools in Akwa Ibom State in providing E-Learning facilities for improved Academic performance.

RECOMMENDATIONS:

Based on the findings and conclusion of this study it is recommended that.

- 1) An in-service training program should be organized for teachers for implementation of information and communication Technology (ICT) as an aid to E-Learning Program.
- 2) Akwa Ibom State Government should appropriately fund Secondary Schools to provide equipment and technical expertise for teachers and students.
- 3) Students should be encouraged to make proper use of this facilities by giving them E-Learning related assignment and homework.
- 4) Teaching and learning facilities and infrastructures e.g E-Library, constant power supply among others should be provided in each of the Secondary Schools in the thirty one (31) Local Government Areas of Akwa Ibom State.
- 5) Finally in teaching, instructional objective highly determines the performance of students, therefore proper choice and usage of lesson objectives should be in consonant with the teaching materials employed.

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