PERCEIVED INFLUENCE OF E-LEARNING FACILITIES ON THE ACADEMIC ACHIEVEMENT OF STUDENTS IN UNIVERSITY OF BENIN, BENIN CITY

BY
ADJEMUAIRE GIFT
EDU1703705

JULY, 2021

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A RESEARCH SUBMITTED TO THE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF SCIENCE IN EDUCATION B.Sc (Ed.) DEGREE IN AGRICULTURE EDUCATION OF THE UNIVERSITY OF BENIN, BENIN CITY.

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CERTIFICATION

We, the undersigned read and here by certify that this project was carried out by **ADJEMUAIRE GIFT** with Matriculation Number **EDU1703705** in the Department of Vocational and Technical Education (VTE), Faculty of Education, University of Benin, in partial fulfillment of the requirement for the award of B.Sc (Ed.) Degree in Agriculture Education.

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DEDICATION

This work is dedicated to Almighty God for his love and mercies.

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ABSTRACT

This research work assessed Perceived influence of E-learning facilities on the academic achievement of students in the University of Benin. 100 respondent were sampled, the research was carried out using questionnaire as it instrument of data collection in accordance with the specification of the research questions The validation of the research instrument was obtained through scrutiny of the project supervisor and two other lectures from the Department of Vocation and Technical Education and CIT Department, the reliability of the instrument was determined through Pearson product moment this yielded a reliability ratio of 0.82. The analysis and interpretation of data involved the use of mean and standard deviation to answer the research questions. The study revealed that E-learning teaching and learning process has great advantages over the conventional teaching and learning process in the University of Benin. It was recommended amongst others that the E-learning teaching and learning method should be adopted by the school and that all necessary provisions in which constant power supply is a major factor should be made readily and affectively available.

CHAPTER ONE

INTRODUCTION

Background to the Study

Nowadays, with the rapid growth of knowledge, a new approach has been developed to provide educational content and facilitate interaction between the learner and the teacher around the world using the computer network known as e-learning, and thus universities around the world attempt to take the maximum benefit out from the technological revolutions and provide a better teaching-learning environment for various Students, teachers, and administrations (Al Gamdi & Samarji, 2016).

E-learning (EL) basically involves use and application of information and communication technologies (ICT) at web sites, personal computers (PCs), tablet PCs, cell phones, learning management system (LMS), televisions (TVs), radios and other means to improve teaching and learning processes. E-learning is really a unifying phrase accustomed to explain the area associated with the Internet, web-based instruction and technologies directions. In that respect, e-learning is substantially becoming a learning strategy in the realms of teaching, practical learning, skills training and development and many corporate functions as evidenced by massive development of web technology. Rodrigues, Almeida, Figueiredo and Lopes, (2019) define e-learning as an innovative web-based system based on digital technologies and other forms of educational materials whose primary goal is to provide students with a personalized, learner-centered, open, enjoyable, and interactive learning environment supporting and enhancing the learning processes. Garrison (2017) claims that e-learning is a disruptive technology that is currently transforming how learning is approached in an educational context. E-learning is an online delivery of information for the purpose of education, training or knowledge management

or performance management. Universities today cannot improve the academic achievement of students or the overall value of their programmes without sufficiently making use of e-learning facilities in teaching and learning. Onokpaunu (2016) affirmed that the future of education is in the internets, as a lot of online universities are on the increase, making teaching and learning in the four corners of a classroom less significant. Pollicia, Simpson and Aldredgein Uzo-Okonkwo and Oduh (2017) asserted that, the widespread availability of the information and communication technology (ICT) has precipitated a vast changed in education and especially in the delivery of instruction, this depicts that effective teaching and learning cannot take place without the use of e-learning facilities in tertiary institutions. In university's system today e-learning has compliment lecturers' effort in so many ways such as in the classroom, in the area of research etc. which assist in transforming teaching and learning with a student-centered approach. Impact of e-Learning on the academic performance of student-teachers. Findings of the study provided evidence that e-Learning has a significant influence on the performance of students, as student-teachers taught using e-learning consistently performed better than student-teachers taught using the traditional method. Another study also showed that students' confidence in e-learning systems have a positive significant relationship with their achievement (Kisanjara, 2017). From the foregoing, it was deduced that different studies conducted world over, have made efforts to address the issue of students' academic performance while pairing it with several independent variables. Technologies are used merely to replicate lectures in classrooms with the advantage that students can have access to them whenever and wherever as long as they have the internet's connection. It enhances teachers' presence and aid teaching delivery by supplementing lectures with PowerPoint presentations. In recent time, nearly everyone in the industrialized nations has gained access to ICT, and is computer literate. Furthermore, the continuous advances

in information technology have enabled the realization of a more distributed structure of knowledge transfer through the development of e-learning. The developing countries have embraced ICT and consequently e-learning so as to keep pace with unimaginable speed in the area of technology. The use of ICTs in Nigeria and African countries generally is increasing and dramatically growing. Since e-learning systems allow students to take courses at their own time and pace, it is more convenient than their in-person counterparts.

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. E-learning uses computerized communication systems as an environment for communication, exchange of information and interaction between student and instructors. E-learning centers on the intersection of education, teaching, and learning. Odit-Dookhan (2018) opined that E-learning can be more flexible and offers a substitution learning of the traditional classroom model and it is a process to enhance study by gaining or supporting the distribution of knowledge, through several technological methods such as audio chatting, video conferencing, and online discussion. E-learning has been described in various ways as learning using a number of different technologies and methods for delivery e.g. Computer Based Training (CBT), Internet-based training (IBT), Web-based instruction (WBI), adviced distributed learning(ADL), distributed learning (DL), distance learning, online learning (OL), mobile learning (or m-learning) or remote learning and learning management systems (LMS).In E-learning system, students are able to interact anytime from wherever with different instructional material (text, sound, pictures, video and so on) through Internet.

The impact of e-learning is increasingly dominating the current educational system as the impact of technology continuously dominates our day to day activities worldwide. Electronic learning

which is often regarded as the fundamental tool for education is then the basic primary element which needs a very serious support during the teaching-learning process in Nigerian tertiary institutions. This shows that the chain of interdependent relationships between development, technology, education and tertiary institutions in bringing the issue of the conceptual change in teaching and learning methodologies in other to improve students′ academic performances and achievement. This interdependent chain is cyclic such that education supports the growth of technology, while in return, technological facilities support educational system and by extension students′ academic performances.

Asiry (2017) postulated that E-learning has an important method in education for its efficiency in providing education with a cost-effective solution for ease of accessibility at anytime and anywhere for universities and lecturers, and students. E-learning approach has become an increasingly popular learning approach in higher educational institutions due to vast growth of internet's technology. Nowadays E-learning has a competitive advantage and many tertiary institutions have implemented it and this has impacts on students′ academic performance or GPA. However, still there are other tertiary institutions and academic institutions that use very low interactive E-learning which is not enough to contribute to the performance of the students. In contrary to that, other higher educational institutions use highly interactive E-learning which directly improves students′ academic performance in general. Today technology is a tool used to remove geographical barriers and facilitates everybody to learn anytime and anywhere without the presence of the lecturer. Asiry (2017) stated the main purpose of E-Learning is to increase accessibility of education and reducing costs and time as well as improving students′ academic performance. This approach of learning facilitates different students at different continents to attend the same classes almost at the same time. Nowadays, technology is becoming the medium

for teaching and learning without being at tertiary institution campuses. This technology enabled instructional method is aimed to improve quality of education and student academic performance. It has been found that students in higher educational institutions that engaged in E-Learning, generally performed better than those in face-to-face courses found that students who participate in online/ E-Learning achieve better grades than students who studied traditional approach. As result of this finding E- learning is growing very fast and become popular and that is why many higher educational institutions are adopting to virtual learning system. E-learning is widely used in many universities in the world today. In some universities, their E-learning does not add any value to the teaching and learning activities of the Tertiary institution and perhaps they do not investigate the impact of E-learning on student academic performance among Nigerian undergraduates.

Statement of the Problem

This study is informed by the deplorable state of educational system in Nigeria due to the inadequate teaching learning facilities and infrastructures. Most libraries in Nigerian higher institutions have audio-visual learning materials that are rarely utilized as a result of incessant power outages and sometimes lack of awareness on the part of the students.

E-learning in tertiary institution in Nigeria, has been faced with several challenges which include Limited expertise. There is few technical staff in most Universities to maintain the current system. Lack of, or inadequate trained personnel are a challenge to the use of ICT in higher institutions. Financial restrictions, the cost of ICT equipment can be a limiting factor with regards to the cost of a personal computer (PC) or a laptop are still very high. Internet connectivity: the cost of accessing the internet's is expensive to get some of the software and accessing internets needed to run this computer device hence, some students find it a challenge to

afford. Technophobia is also a great limitation to the efficiency of e-learning, most of the students have no computer educational background hence, they are afraid of operating one, some go to the extent of hiring experts or going to cyber café at a cost to fill their admission, registration and other document for them to fill online. It has been discovered that most of the students admitted have no information on technology/computer education knowledge because it was entrenched in the curriculum at their elementary and secondary education generally there is still a lack of awareness amongst the population, especially parents, of the effectiveness of e-learning. Many parents still feel that the traditional learning mode is better. Considering this, most e-learning facilities are functional at most Nigerian universities, but inadequate because of the high population of students in our federal and state universities but most of the private universities have managed to implement e-learning to an adequate level which is commendable with the Nigerian education management.

Purpose of the Study

The purpose of this study is to ascertain

1. The perceived influence of e-learning facilities on students achievements.
2. Students perceive that e-learning facilities make them creative.
3. Students perceive e-learning facilities to be useful.
4. To find out some of the benefits students receives when using e-learning facilities.
5. To examine the challenges students encounter with the use of e-learning facilities.

Research Questions

To guide this study, the following research questions were raised:

1. What is the perceived influence of e-learning facilities on student's achievements?
2. Do students perceive that e-learning facilities make them creative?
3. Do students perceive e-learning facilities to be useful?
4. What benefits do students see in the use of e-learning facilities?
5. What challenges do student's encounter with the use of e-learning facilities?

Significance of the Study

The findings of this study are expected to be beneficial to students, and researchers.

In higher institution of learning, students are exposed to more of the practical teaching of information and communication technology (ICT) than the theoretical aspect via e-learning. The use of e-learning facilities improves the overall cognitive performance of students and it also help to build up student's intelligent Quotient (IQ). Learning via e-learning facilities motivates students to learn and desire positive attitude towards education.

Researchers could develop on findings from this study, research more into the field of e-learning to enhance teaching and learning process.

Scope of the Study

The study is to investigate the perceived influence of e-learning facilities on the academic achievement of students in University of Benin. It will investigate the benefits and challenges too. Meanwhile the study will be delimited to students in University of Benin.

CHAPTER TWO

Review of Related Literature

This chapter presents literature review of various authors and schools related to the subject matter. It is organized under the following sub-headings:

- Conceptual Framework
- Brief History of E-learning
- Importance of E-learning facilities in the students❼performance
- The Influence of E-Learning facilities in the students' performance
- Problems encountered in the use of E-learning facilities in Nigeria Universities
- The State of E-learning facilities in Nigeria Universities
- Summary of Literature Reviewed

Conceptual Framework

E-learning has offered tremendous opportunities for teaching by electronic means (Kacerauskas and Kusaityte, 2020) Students that undertake electronic studies generally performed better than those in face-to-face courses. Andreas (2020) opined that the academic performance of learners that used the electronic approach supersedes those who studied the traditional approach. E-learning is a new learning model in Nigeria, with all its potentialities.

E-Learning refers to the use of internet's / ICTs i.e. Information and Communication Technology to enhance and support teaching and learning process. It is a way of using wireless and internet's technologies to deliver a broad array of training solutions. E-Learners access the learning from computers via the internet's or an intranet, or through a hand held device like mobile phone, palm pilot. E-learning describes using information and communication technology (ICT) towards improving learning within educational training, Nevertheless, e-learning involves use and

application of a variety of tools and techniques, for instance e-mails, websites, blogs, social and business media, and being able to access program supplies on the internet's whilst carrying out programs delivered entirely on the internet's . As the world is changing the learning scenario is changing with the change in the introduction of information and communication technology, which gives room to the new concept called e-learning. E-learning is defined by various authors according to their personal knowledge and perspectives, but they all seem to agree that e-learning comprises all forms of electronically supported learning and teaching which are procedural in character and aim to effect the construction of knowledge with reference to individual experience, practice and knowledge of the learner. Andreas (2020) further stated that technology enables teachers and students to access specialized materials well beyond textbooks, in multiple formats, and in ways that bridge time and space. Meanwhile, Eduard and Lucian (2020) hinted that e-learning is an innovative platform for transmitting knowledge and skills to the learners; it is cheap, saves time, and has a wider coverage, and as well promoting team learning and collaboration. Andreas (2020) reiterated that technology promotes deep learning, and allows schools to respond better to the varying needs of the students. E-learning is a networked phenomenon allowing for instant revisions and distribution. In addition, it is delivered using standard Internet technology. E-learning in the broadest sense concerns itself with learning that occurs online through the internet's, the use of CD-ROM or other facilities such as radio, television and telephony. E-learning encompasses learning at all levels, both formal and non-formal that uses an information network, the internet's, an intranet (LAN) or extranet (WAN), whether wholly or in part, for course delivery, interaction, evaluation and facilitation which Andreas (2020) explained, using network technologies to create, deliver and facilitate learning any time, and anywhere. The benefits of e-learning are many including cost-effectiveness,

enhanced responsiveness to change, consistency, timely content, flexible accessibility, and providing customer value. The discussion emphasizes the need for organizations to build a strategic foundation for e-learning, addressing the emerging approaches to e- learning in addition to synthesizing other learning efforts of the organization.

Al-Rahmi *et al*. (2018) asserted that e-learning in a fundamental sense, is learning using ICT tools. Several studies define learning as the integration of new technologies into teaching and learning practices. Oyelere *et al.* (2016) theorize that e-learning fosters enthusiasm, inspiration, motivation, and a willingness to learn by using current technologies. The advantages of e-learning must outweigh its disadvantages for its implementation to be worthwhile. Amongst the many advantages of e-learning are that it is less expensive to deliver. E-learning is self - paced, provides consistent content, faster and works anywhere and at any time for learners. The instructional materials are easily updated and permit the use of multimedia which leads to reinforced learning through the use of video, audio, quizzes and other forms of interaction.

Yakubu and Dasuki (2018) states that e-learning has created a shift from traditional to technological modes of teaching and learning. E-learning is a computer based educational tool or system that enables you to learn anywhere and at any time. Today e-learning is mostly delivered through the internet's, although in the past it was delivered using a blend of computer-based methods like CD-ROM. E-learning offers the ability to share material in all kinds of formats such as videos, slideshows, word documents and PDFS. Conducting webinar's (live online classes) and communicating with professors via chat and message forums are also an option available to users. E-learning refers to the use of information and communication technology (ICT) to enhance or support learning in tertiary education However; This encompasses an ample array of system, from students using e-mail and accessing course materials online while

following a course on campus to programs delivered entirely online.

According to Acharya and Lee (2018), the internet's is one of the primary tools needed for the adoption of e-learning systems. Other studies have shown that internet's access is significant to educational systems because it avails academics and students with up-to-date information and contributes to the development of e-learning (Alsmadi, D., Jianping, C., Prybutok, V. and Gadgil, G. (2017). it can be said that e-learning refers to the use of systems of electronic education such as computer, internet's, multimedia disks, electronic magazines, virtual newscasts, and the purposes is to reduce time and expenses and achieve better, faster, and easier learning . Numerous terminologies occur to be accustomed to determine learning which are on the internet's. For that reason, e-learning and learning online are regarded to have different meanings given that the success of e-learning in enhancing students academic performance depends on the quality of information and communication technology (ICT), the impact of e-learning on student academic performance cannot be isolated from the nature ICT infrastructure. In today❼ highly globalized world, the use and application of information and communication technology (ICT) in teaching for learning has brought about remarkable achievements in improving students. Academic performance in many academic disciplines. According to Mahdinejad and Amoii (2015), opined that application of ICT-based teaching and learning in an interactive manner stimulates student❼ interests to acquire knowledge and apply the acquired knowledge in solving practical life social and economic problems. E-learning supports knowledge and performance management (Mahmood, 2020; The World Bank, 2020). According to Eduard and Lucian (2020), educational technology as a field of education or new terminology has been like teaching aids or apparatus. E-learning has offered tremendous opportunities for teaching by electronic means (Kacerauskas and Kusaityte, 2020; The World Bank, 2020). The use of information and

communication technology (ICT); which comprises of desktop and personal computers (PCs), laptops, the internet's, and multimedia, enhances capacity to accomplish tasks faster with speed and accuracy in teaching and learning. These features change the role of the teacher and the learner, facilitate learning, and lead to interactive learning, learner autonomy, self-sufficiency, and self-confidence. By integrating content and information literacy, often in textual and visual forms, ICT produces significant learning and academic performance. In other words, incorporation of ICT into the area of education has changed the role of teachers from a mere source of educational material to supervision of learning process.

Clark and Mayer [2016] specify elements about the what, how, and why of e-learning. They include content and instructional methods. The how encompasses elements such as the format (e.g., asynchronous and webinar's) and the use of multimedia (e.g., video, animation, and printed words). The why is about, for instance, the achievement of learning objectives and/or the performance of skills applied in a workplace context? E-learning is the use of electronic technology to deliver education and training applications, monitor learner's performance and report learner's progress. It as an innovative approach for delivering electronically mediated, well-designed, learner-centered and interactive learning environments to anyone, anyplace, anytime by utilizing the internet's and digital technologies in concern with instructional design principles. It is all about learning with the use of computers. In this age, learning with the use of computer is simply online ways of acquiring knowledge through the internet's or through the offline – CD-ROM.

Rodrigues *et al.* (2019) postulated that e-learning as an innovative web-based system based on digital technologies and other forms of educational materials whose primary goal is to provide students with a personalized, learner-centered, open, enjoyable, and interactive learning

environment supporting and enhancing the learning processes. The online involves the use of Internet Explorer/Navigator. It may be in form of Audio, Visual, and or Audio/Visual. The convergence of the internet's and learning, or Internet enabled learning is called e-learning. E-learning means any learning that is enabled electronically Rodrigues *et al.* (2019). They however, narrowed this definition down to mean learning that is empowered by the use of digital technologies. This definition is further narrowed by some researchers as learning that is internet-enabled or web- based. The use of electronic technologies has led to the development of educational opportunities and helps students develop their skills. According to studies, the evidence shows that e-learning can have a profound and positive impact on learners' involvement, positive attitudes of teachers, personalized learning, and learners' creativity .that conveying the information accumulating knowledge.

Education via the Internet, network, or standalone computer. E-learning is essentially the network-enabled transfer of skills and knowledge. E-learning refers to using electronic applications and processes to learn. E-learning applications and processes include Web-based learning, computer-based learning, virtual classrooms and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM. E-learning was first called "Internet-Based training" then "Web-Based Training" Today you will still find these terms being used, along with variations of e-learning such as e-learning, E-learning, and e-Learning. Meanwhile, Eduard and Lucian (2020) hinted that e-learning is an innovative platform for transmitting knowledge and skills to the learners; it is cheap, saves time, and has a wider coverage, and as well promoting team learning and collaboration.

Stauffer, (2020) claims that e-learning, learners and instructors can be together in one place while using digital tools to enhance the learning experience. Moreover, e-learning enables relatively faster delivery cycles.

Garrison (2017) claims that e-learning is a disruptive technology that is currently transforming how learning is approached in an educational context. E-learning is used in the study environments to learn with a special importance of the web to describe a wide range of applications of electronic technologies, namely, TV, radio, CD-ROM, DVD, cell phone, Internet, etc. E-learning also includes learning with the help of web-based training facilities such as virtual universities and classrooms that allows digital collaboration and technology assisted distance learning. E-learning innovation can be defined as the technological or the methodological e-learning forms that are perceived as new by the potential users. E-learning plays a significant role in any nations in the educational growth and it offers opportunities to develop nations in order to enhance their educational development. Furthermore, it also helps for the new generation of teachers to upgrade their skills for pedagogies of learning of the existing teaching force to the 21st century tools. The modern technology, namely, the Internet is no longer limited within the four walls of classrooms and it includes all sorts of electronically supported learning as well as teaching. E-learning is defined as learning through the use of electronic devices, namely, desktop/laptop computers, smart phones, CD/DVD players, etc. that was firstly emerged in 1980s as a contender to the classical face-to-face learning). The growth of e-learning is accredited to advantages such as manpower, cost, flexibility, and convenience. "E-learning refers to the use of computer network technology, primarily over or through the internet's, to deliver information and instructions to individuals. Mahmood (2020) found that the use of e-learning in physiology teaching-learning process improves students learning and

creativity. Zare.M., Sarikhani, R., Sarikhani, E. and Babazadeh, M. (2015), also found that learning and recollection of students who were educated to multimedia methods, is more than learning and recollection of students who were educated in the traditional methods. E-learning implies the use of computer network technology, principally through the Internet, to provide information and instruction to individuals

(Clark and Mayer, 2016) stated that e-learning is defined as the education delivered through internet's technologies without the necessity of teacher and student being present at the same place at the same time. While students study through e-learning they can access the course content anytime they want and use the resources as desired. This method used in education, combined with cost advantages allows an ideal model (Garcia Laborda, Clift, Liptak and Rosen, 2016).

E-learning environments facilitate many practices in the field of education. To allow for better learning and learning opportunities; e-learning materials should comprise of components such as text, sound, simple graphical presentations, video presentations, animations, simulations, games, testing systems, interactions supported with feedback (Bicen & Uzunboylu, Dinçer, Yeşilpınar & Uyar,(2016).

The History of E-learning

Long before the internet's was launched, distance courses were being offered to provide students with education on particular subjects or skills. In the 1840❼ Isaac Pitman taught his pupils shorthand via correspondence. This form of symbolic writing was designed to improve writing speed and was popular amongst secretaries, journalists, and other individuals who did a great deal of note taking or writing. Pitman, who was a qualified teacher, was sent completed

assignments by his students via the mail system and he would then send them more work to be finished.

In 1924, the first testing machine was invented. This device allowed students to tests themselves. Then, in 1954, BF Skinner, a Harvard Professor, invented the "teaching machine", which enabled schools to administer programmed instruction to their students. It wast until 1960 however that the first computer based training program was introduced to the world. This computer based training program (or CBT program) was known as PLATO-Programmed Logic for Automated Teaching Operations. It was originally designed for students attending the University of Illinois, but ended up being used in schools throughout the area.

While the term e-learning was first used in October 1999 at a CBT Systems Seminar in Los Angeles, the idea behind the words dates back to a much earlier time in history. For e-learning to emerge as a new and exciting form of training, its core elements had to be found and established as an integral part of our lives. This has happened with the invention of reading and writing, the establishment of the profession of the teacher, the invention of the printing technology, and of course, the development of electronic technology. Basically, we can see that behind this relatively new notion, there are decades of revolutions and inventions in learning and teaching that paved the way to e-learning. So, let's have a look at the most significant moments of e-learning development.

From early stage

The Rise of the Machines

The machine-assisted learning, however, is much more similar to the idea. The first step towards that was the invention of the teaching machine by Sidney Pressey. He was an educational psychology professor at Ohio University in the early 1920s. He invented a machine that looked

like a typewriter and was used for answering multiple-choice questions. The machine had a window with a question and four answers. The students had to press one of the four keys to give the right answer. The machine had a window with a question and four answers. The students had to press one of the four keys to give the right answer. So, it was able to tell the learner if they were right or wrong and was considered to be the first demonstration of how a machine can teach. Unfortunately, the Pressey machine was not successful at the time it was introduced. The educational world was not ready for this evolution and teachers were afraid that they might lose their job if the machine was widely introduced. Despite the failure of the teaching machine to dominate teaching institutions, its functionality is now incorporated in the

There is also the issue of employees having to hunt down the proper equipment in order to watch the video. These videos often had a limited interaction which lead to the nearly impossible task of tracking progress and assessment (Cooke, 2004). Since it was obvious that video was not the best solution, a new form of training evolved, CBT or computer Based Training. Window 3.1, Macintosh, CD_ ROMS, PowerPoint marked the technological advancement of the multimedia era (Kiffmeyer, 2004). CD-ROMs could be cheaply produced so that the problem of checking in or out videos was eliminated. Employees could also be able to simply put in a CD to their personal computer at their desk and complete the training. One of the first innovations in actual e-learning was the Learning Management System. The first Learning Management System (LMS) offered off-the- shelf platforms for front-end registration and course cataloging, and they tracked skills management and reporting on the back-end (Clark & Heaney, 2003). This enabled schools and companies to place courses.

Importance of E-Learning in Nigeria

The marriage between technology and education is as old as the invention of paper and pen. The issue of e-learning is an aspect of technology in the field of education.

M. Abdullah, M.S and Toucan (2018) stated that Global education industry have equally change considerably through E-learning by utilizing different tools to enhance the efficiency of contents. The use of new multimedia technologies and the Internet in learning is seen as a means to improve accessibility, efficiency and quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration. E-learning has become a new paradigm and a new philosophy in education with a mission to serve as a development platform for present-day society based on knowledge. J.A. Anene, H. Imam and T. Odumuh (2018) opined that E-learning tools introduced have made learning, teaching and training feasible on the internet . The purpose of E-learning in institutions of learning is to develop the effectiveness of instruction and students education. Most benefits is derived by applying E-learning in institutions of learning. Slides usage and videos, brings in visual and audio learning atmospheres. This leads to effective learning participation. Organizations interested in the introduction of E-learning have diverse cultures and enabling environment F.A. Moafa, K. Ahmad, W. M. Al_rahmi, N .Yahaya, Y. Kamin and M. Alamri (2018).

E-learning though not new in Nigeria has been given much prominence of recent. Many Nigerians have benefited through the open correspondence of rapid college and exam success. In fact, e-learning in Nigeria tertiary institutions have recently continued to grow at unprecedented rate but with a lot of challenges. The advances in communication and computer technologies have culminated in the supplementation and near phase-out of traditional educational delivery system. These new technologies allow for more flexibility in learning and a wider reach for education in many countries world-wide

J. N. Anene, H. Imam and T. Odumuh (2018) who opined that the significant of E-learning cannot be over emphasized. As it has resulted in a remarkable transformation in higher institutions of learning, through the use of audio or videotape, interactive mobile and wireless learning applications, Internet, intranet/extranet, , satellite broadcast, TV and CD-ROM, for interactions and content delivery among participants. In recent times, the issue of mobile learning which means the use of wireless electronic technology to deliver and receive knowledge and skill has been raised and is practiced in the developed nations of the world. Today, technology enhanced learning including distance and online instruction which is recognized as a viable tool necessary for preparing citizens to participate in the technologically driven global environment. A multidisciplinary approach to online pedagogical research recognizes the value of technology enhanced teaching and learning as critical in the mix of diverse strategies. Its centrality in the global marketplace has been enhanced by a new culture shared by many educators. A culture diametrically opposed to elitist views of education as a privilege. A culture rooted in the belief that a more open education system enables increased contribution to the global marketplace of ideas. This new culture empowers citizens of the world to share knowledge globally where diverse voices are often underrepresented. The culture has been exemplified by an open movement, with diverse champions from remote village classrooms to ivory towers. Nigerian tertiary institutions however can be said to be behind in the adoption of these technologies as there is evidently an extremely low rate of diffusion of e-learning and as a consequence, a low rate of usage. The reason for this are not far -fetched as Nigeria, apart from being a developing country and having inadequate education finance policy, is also highly deficient in the area of engineering and technological development.

The prospect of tertiary education (postgraduate, undergraduate) in the near future relies on these educational technologies. E-learning as an aspect of education technology is the convergence of learning process and the Internet facilities. Information technological improvement has turned the world into a small global village. Communication is the live wire of today's dealings and interaction and means of livelihood. Communication is one of the oldest technologies. However, less attention was paid to it even though the role it plays in the life of mankind has not been negated to be a vital means of learning. Learning is seen as the process by which people acquire new skills or knowledge for the purpose of enhancing their performance. Be it practical or virtual it remains a process of getting and assimilating new experience for future achievements.

Presently, some institutions in Nigeria are using some indexes of e-learning to promote distance education. The e-learning involves the use of electronic technology to deliver education and training, to monitor learner′s performance and to report the learner′s progress. E-Learning is an innovative approach for delivering electronically mediated, well-designed, learner -centered and interactive learning environments to anyone, at any place, at any time. This is by utilizing the Internet facilities and other digital technologies in consonance with instructional design principles. Hence, e-learning is all about learning with the use of technologies presumably computers and other modern day tools. E-learning technology is one of the bi- products of Information and Communication Technology. In Nigeria, such recent developments and awareness of the government on Information and communication technology (ICT) have opened an opportunity for the adoption of e-learning in delivering distance education (DE) for educating a vast mass of uneducated or less educated Nigerians National Universities Commission (NUC) has provided ICT facilities to all federal universities known as National Universities Network (NUN). Such was a remarkable effort towards achieving the ICT challenges of the 21st century.

Review of studies conducted in the field of e-learning application and its impact on learning and creativity suggests that the use of this teaching method in the teaching-learning process can lead to the effectiveness of training. Emergence of new theories of teaching and learning has made the education to shift from being teacher-oriented to being student-oriented. Moreover, development and evolution of new communication devices has enabled modern man to use modern methods of teaching and learning and get free from time and space barriers and keep on learning in any time and place according to his needs and demands (Hosseini, T., Seyed-Saeed, Sh., Nasram, Esmailpour, M. and Ashoori, J. (2015).

Learning in an electronic environment is great challenge in Nigeria because of so many factors. At this time due to many negative factors in the economy Nigeria could not afford broad access to all the latest achievements available for education, as well as enable new educational technologies and e-learning to be widely used in universities. Part of these negative factors included difficulties with computers and Internet access, electricity, in adequate skills; low literacy etc. Today, educational sector in Nigeria witnessed critical shortage of appropriate teaching materials, very ineffective system for digital learning resources creation, storage and maintenance. The teaching corpus was untrained in the effective use of information and communication technologies in the educational process. But today things have started to change for the better because in the research carried out by Manir (2007) on the availability and utilization of the Internet found that in the nearest future educational programs by electronic means will cover from 40 to 50 percent of learning time in Nigerian universities. This is a paradigm that postulates learners can construct their knowledge i.e. build up a knowledge model as they react with and interpret their environment. The most important thing here is that it is

learner centered i.e. Student centered. Therefore, the aim is to provide stimuli and support for the users to construct their knowledge.

The Influence of E-learning Facilities in the Students❼Performance

In the history of education in the world, knowledge has never been so open to many such as the way it is in this dispensation we are in. There is a great access to information and knowledge to students who desire to learn what ever course or skill of interest of them without a tremendous setback as compared to former days but now, people with financial restrictions, geographical barriers or physical impediments who had little chance previously in the academic sphere now have the doors to continuous training open to them. The new age education system brings you an updated version of knowledge that you can access at your convenience with millions of people from different parts of the world. It's a blissful learning age for students far and wide in the sense that their academic performance is greatly enhanced. The reason for this possibility is discussed in subsequent paragraphs.

Give room for networking

Truly, the new age learning system (via e-learning) that spreads reach their class through a click and get feedback instantly. Now learners have a Chance to connect with a wide group of learners as well as educators that help them to maximize their academic objectives. In other words, learning for students becomes personalized.

Value the concept of individuality in learning

Since e-learning allows students to earn knowledge at their own pace and convince without any serious infringement on their personal life, in terms of responsibilities. And it is possible because e-Learning doesn't need without travel far or spends time at libraries. Everything is available with an Internet connections that make education comfortable and cost effective with e-learning

students get the option to learn with the whole world. The class today is no longer confined to physical classroom with walls. People from different parts of the world join to discuss and share knowledge through online learning; different students from different countries can exchange learning processes and through that cultural exchange ale take place. This constant cross-cultural exchange benefit student in many ways.

Add fun to learning

The system of getting knowledge through the Internet is less about monotonous lectures and thick textbooks, it❼s a tool-based education system that concentrates more on interactions and discussion. The educational platform (as an integral part of knowledge acquisition) encourage social interaction amongst students and educators across the globe. The plug and play method of earning degrees is helping educators and learner form a global network. The good thing is that lecture notes is always available, the students can access it at anytime while with their smart phones.

Enabling student-centered teaching approaches

Every student has a unique learning style. Some students are visual learners, some learn better when they ❝learn by doing ". Web-based learning environments permit the instructor to build one course, yet implement a variety of resources, so students can utilize materials in whichever way work best for them.

Provide opportunity for exploration

Instructors can also provide increased opportunities for students exploration and learning by putting related web sites through which student are directed and course stimulated to learn a pre-determined content of instructions via certain online platform and facilities. When instructors

reference these types of web sites content reinforcement is provided as students can see how course material is utilized in “real world" situations.

Encourage additional rehearsal time

Additional benefits for those who "learning by doing" occur when students participate in online discussion, as students are exposed to an extra period of information when they study for exams or complete assignments. However, they also rehearse information when formulating thoughts into sentences and typing those thoughts into the computer. She instructors post discussion questions or short easy assignment in the online portion of a course, students must attend to and reflect on the subject matter before responding. This results in reflection and articulation of content, as the very process of responding and writing about what they have learned engages student in an activity learning experience.

Providing 24/7 accessibility to course material

Some students work best in the morning, some in the evening, some students commute to campus and other take night classes. Scheduli9lllng time for home work and group projects can be difficult depending on each student’s course, job and personal responsibilities.

Remove reliance on physical attendance

In traditional education, students working on group projects must coordinate schedules. In group projects must coordinate schedule. In distance learning environments, this may not even be possible, forcing participants to work independently. When web-bases collaborative tools are available, coordination is no longer an issue. Providing a project team with asynchronous discussion and file uploads students can work in group without the constraints of meeting together at a certain date, time and location for example: One student group has a member named George who work at night duty, unfortunately George can't make the scheduled group meeting.

When using the group communication tools available through e-learning programmes as well as facilities, the George can complete his part of the assignment and post it in the group File Transfer Area. This was, even if he is not physically present at the meeting, group member can access and edit his work.

Students experience a sense of equality

Another benefit to using web-based communication tools is to give all students reinforced sense of equality. Each individual has the same opportunity to "speak up" by posting messages without typical distractions such as seating arrangements, volume of student voices and gender biases. Shy and anxious students feel more comfortable expressing ideas and backing up facts when posting online instead of speaking in a lecture room. Studies prove that online discussion provokes more confrontational and direct communication between students.

In other words, e-learning create equality of access to digital resources and reducing the digital divide, and increasing the quality of education through new practices such as student center of learning. As a matter of fact, learning provide a personalized experience that allows each students to work at his or her own pace, supplementing the school curriculum. By leveraging technology, e-learning programs can let students learn at their own pace, use preferred learning modalities, receive frequent and timely feedback on their performance for a far higher quality learning experience. Truly, online program can capture student performance data in real-time to help students who need it.

The adoption of e-learning in education, especially for higher educational institutions have several benefits, and given it several advantages and benefits, e-learning is considered among the best methods of education. Several studies and authors have provided benefits and advantages derived from the adoption of e-learning technologies into schools.

There is emerging evidence that e-learning can help to improve attainment and raise standards of education. The evaluation of the National Learning Network (NLN) in further education uses qualitative data to show that learners are becoming more sophisticated in their e-learning expectations and that ICT is increasing permeating college life. Below are the major vision, view, possibility and prospect of e-learning in Nigeria Universities:

Empower Learners:- As stated by National Policy on Education (NPE, 2004) one of the primary aim of the philosophy of Nigeria Education is to produce a self-reliant citizen that can be useful to themselves, their society and to the development of the country at large. E-learning engage learners with more active learning process, people in group or individual irrespective of their age could take responsibility for what and how they learn, achieving their personal goals as self-directed lifelong learners.

Creative and Innovative teaching and learning: - With E-learning, teaching and learning of curriculum content could be more creative and innovative in preparation for the 21style century global knowledge society.

E-learning offer flexibility: - A more responsive education system would adapt to the needs of all learners, wherever and however they need to learn. Wide range of curriculum content deployment to learner that will make the philosophical framework of Nigeria education to be ascertained on the level of equity. NPE recognize equal education for all citizen and with E-learning, the goal can be achieve.

E-learning achieve better value: - Education leaders, evaluators and including classroom lecturers and teachers could develop innovative ways of deploying their resources, exploiting e-learning alongside with other teaching methods to improve quality and economies of scale.

Provides virtual learning

E-learning provides virtual learning world's where learners can take part in active and creative learning with others through simulations role play, remote control of real-world tools and devices, online masters classes, or collaboration with other education providers. In a nutshell, e-Learning provide learners an immense opportunity to develop one of the greatest skill they will ever need in the pursuance of knowledge and even in the attainment of academic success_ self - learning.

According to World Bank (2017) benefits of e-learning to institutions and lecturers include the fact that it saves time and money, enhances image of the institution, promotes continuous professional development of staff, improve quality of teaching and makes learning more effective.

Problems of E-Learning in Nigeria University Education

Nigeria higher education system currently has 95 universities at which about 27 Federal universities, 34 state universities and 34 private own universities. Also, Nigeria has about 160 other tertiary institutions, Colleges of education, Polytechnics, and Monotechnics. Every year, about a million students apply to enrol into these universities but barely 10% of them are enrolled, JAMB (2016). In the Nigerian context, the number of students attending tertiary institutions outnumbered the schools′ infrastructure. The high cost of ICT accessories and inadequate resource persons are among the problems limiting e-learning in Nigeria. Adeoye, I.A., Adanikin, A.F., Adanikin, A., (2020) In Nigeria, many institutions find it difficult to conceptualize and implement e-learning initiatives locally.

In a study carried out by Opkomu, Bethel Ebika and Mercy, (2018) shows that Rivers State University lack electronic learning facilities for learning purposes and lecturers do not have knowledge of electronic learning facilities in teaching courses.

In addition, Adisa, Adisa, Usman, and Barau, (2018); found out that the level of awareness on ICT usage and similar electronic learning activities among Nigerian researchers and lecturers were generally low. O.S. Nicholas_Omoregbe (2017) asserted that there are weak ICT policy implementation, insufficient practical backing for academic staff on how to use computer, and increasing cost of equipment use for ICT. And also, the traditional method of teaching is still being use.

Findings from studies conducted by Opkomu *et al.* (2018). shows an inadequate and low utilization of electronic learning facilities for teaching purposes, and also even though ICT is applied in education, the approaches to teaching and learning remain largely unchanged. In order to entirely profit from new technologies, educational approaches and concepts on how technology can support them should be fundamentally rethought. Experience proved that the benefits of e-learning could not be fully taken advantage of, expectations could not be met and that technology often was used to simply reinforce outmoded approaches to learning. Investigations indicate that the formidable challenge facing National Open University of Nigeria (NOUN), is lack of financial support to build the required infrastructure and to produce learning materials for its over 9,000 students registered in the first year, Omofaye J.O. (2007). There is therefore non-availability of Internet access in some tertiary institutions because of the recurrent cost of bandwidth. Inequality of access to technology is the challenge of digital divide existing among the student of NOUN; thus, some of them are unable to afford computers due to the relative cost to the average income of workers in the country, Ajayi *et al.* Further reviews on these challenges are:

(i) Internet connectivity: the cost of accessing the Internet in Nigeria is still on the high side. Hence, some students find it a challenge to afford. The government should make Internet

connectivity a priority for higher education to be able to leverage on the promises and opportunities ICT present.

(ii) Energy related problems: Oyediran and Dick (2018) explained that the power supply to the public is diminishing and getting worst. Irregular and frequent interrupted power supply in Nigeria is a perennial problem affecting almost every aspect of the economy, including education. Ajadi et al argued that it has been a major setback for technological advancement in the country. Most rural areas in Nigeria are not even connected to the national grid. The consequence of this is that students residing in such areas may find it difficult to use ICT effectively

(iii) Limited expertise: schools. Eze SC, Chine**d**u-Eze CV (2018) argued that lack of experts in ICT affects its use in Nigeria. In this technology age, e-learning is an essential mechanism of transferring knowledge and to fast-track academics transformation from traditional teaching to modern teaching in the Nigerian educational system.

E-learning in Nigeria Universities and educational institutions is still a dream because of poor ICT infrastructure and other socio-economic reasons. Due to very high primary cost of infrastructural development and to increase public access to Internet and other ICT, the developing countries are still far behind from getting benefit from the e-learning. The major problems facing the proper implementation of e-learning in Nigerian institutions in general and in particular are as follows:

a) Technophobia: Most of the students admitted have no computer education background, hence they are afraid of operating one, some go to the extent of hiring expert at a cost to fill their admission, registration and other document meant for them to fill online. However, the very few who have access to the computer do not know how to use it and maximize it usage.

b) School Curriculum: Most of the students admitted have no information technology/computer education knowledge because it was not entrenched in the curriculum at their elementary and secondary education level. Not until recently when computer education is been introduced at elementary level and it is not yet a compulsory subject at the secondary level of our education.

c) Attitude of Students: ICT refutes independent learning and most of students are reluctant to take responsibility for their own learning, but they preferred to be spoon-fed at all times.

d) Inadequate and Inequality of access to the technology: Inadequate and Inequality of access to the technology itself by all the students, the cost of a Personal Computer (PC) and Laptop are still very high in Nigeria considering the income level of an average worker in the country. Few of the NOUN students that are privileged to have a PC/Laptop are not connected to the internet's as this do attract extra cost which they cannot afford.

e) Internet fees between #100.00 and #150.00 per hour despite their poor service and slow rate of their server

f) Software and License cost: It is very expensive to get some of the softwares because they are not developed locally, they are developed in Europe and other developed countries to suit their own system and make their own living. The cost and even the interpretation of the software put off some of the students who showed interest. Computer accessories are becoming too expensive to buy and it becomes an impediment to e-learning. Adeoye et al. (2020) reported that the price of computer hardware and software is several times more expensive in Nigeria than in advanced countries.

g) Maintenance and Technical Support: There is few technical staff to maintain the system, this make it very expensive for few students that has a PC to maintain when a technical problem is noticed.

h) Electricity: The power supply in Nigeria is erratic, barbaric, and worrisome. It has become a national problem, very embarrassing as it affects all sectors in Nigeria (Oyediran and Dick, 2018; Adeoye *et al.,* 2020). The perennial problem in Nigeria is the problem of electricity instability which has been a major cities and towns are faced with the problem of epileptic supply of electricity. While majority of them live in rural areas that are not connected to the national grid.

The State of E-learning Facilities in Nigeria Universities

Without doubt, e-learning holds a bright prospect to the education of individuals in any country. In spite of the benefits, e-learning has offer, the state of learning in Nigeria universities seem to be far behind bars compared with what is obtainable in the developed world, obviously, there is so much to be done in terms of availability, accessibility and utilization of e-learning facilities as real means to encouraging practical learning of students, even in Nigeria universities.

In Nigeria's present state of recession, degrading education system and a sharp cut in cost and expenditure, there are many reason to take hard look at e-learning regardless of the type or rhetoric spawn by its proponent and commercial vendors, E-learning has greatly matured over the last couple of years and many valuable lessons have been learned along the way. Nigeria has up till now refused to comply with the UNESCO recommendations that at least 26 percent of every country's annual budget be spent on education less than 7 percent of her budget is spend on education. The question that therefore arises is does a country whose Government spends

extremely small amount of money on education experience huge advancement in e-learning, or acquire high powered e-learning facilities.

Well, there is a glimmer of hope that shines through with the growing telecommunications revolution. The Mobile phone is starting to look like a favorable medium that may help kick-start e-learning revolution on a wide scale. More and more people have access to mobile phones, thus having access to information hosted on the Internet, which means that they have the opportunity to participate in e-learning programs. E-learning in Nigeria's tertiary institutions should be embrace and fully implemented since the learning approach is a common phenomenon globally. Nigeria's tertiary institutions, particularly where students with learning difficulties and those who require special educational needs were included in regular program should be well equipped with necessary electronic equipment and materials.

Obviously on the following reflect the condition of e-learning in the Nigeria Universities, the improper development of the necessary infrastructure and equipment for sparking the growth of e-learning, lack of specific training all levels particularly teachers, students and trainers, the absence of the necessary conditions for the development of quality educational contents and services, and lack of networking and cooperation at the national level.

Falana T.F. (2015). In study titled "Prospect and Challenges of E-learning in Nigeria university Education using National Open University of Nigeria Akure study center" discovered that the acquaintance level necessary for the use of e-learning facilities by students were very high and inability to operate computer and internet's devices makes e-learning boring to National Open University Students. Although, some staff and students don't know how to operate a computer and learning new software's to enhance e-learning does not waste student staff time but inequality of access to technology is the prior challenges of e-learning among the student of

NOUN. Also, e-learning is alternative to the face to face teaching method; E-learning complements face to face teaching method and increased collaboration learning and interaction. Nonetheless, issues like lack of electricity supply, insufficient funds to upgrade and maintain the equipment and facilities, lack of good policy implementation, lukewarm attitudes by the side of staff and student in the e-learning processes altogether project the state of e-learning in Nigerian schools.

Summary of Literature Review

Literature was reviewed under the titles and subtitles to reflect the variables of the study. Concept of E-learning which included definitions from notable authors and how electronic learning (e-learning) enhances teaching and learning.

The history of E-learning was traced back In 1840s Isaac Pitman taught his pupils shorthand via correspondence. This form of symbolic writing was designed to improve writing speed and was popular amongst secretaries, journalists, and other individuals who did a great deal of note taking or writing. In 1924, the first testing machine was invented. This device allowed students to tests themselves. Then, in 1954, BF Skinner, a Harvard Professor, invented the teaching machine. While the term E-learning was first used in October 1999 at a CBT Systems Seminar in Los Angeles, the idea behind the words dates back to a much earlier time in history.

The chapter also talks about the importance of E-learning and the influence of E-learning in student's achievement. The problems and the state of E-learning facilities in Nigeria University were listed. Without doubt, E-learning holds a bright prospect to the education of individuals in any country. In spite of the benefits, E-learning has offer, the state of learning in Nigeria universities seem to be far behind bars compared with what is obtainable in the developed world,

obviously, there is so much to be done in terms of availability, accessibility and utilization of E-learning facilities as real means to encouraging practical learning of students, even in Nigeria universities.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter focuses on the methodology that was adopted in carrying out the research under the following sub- headings;

- Design of the study
- Population of the study
- Sample and Sampling Techniques
- Instrument for Data Collection
- Validity of Instrument
- Reliability of Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The survey research design was used for this study, in that data were collected primarily from sampled population of the target population through the administration of questionnaires. The findings from descriptive survey design were used to make generalization about the population of the study. According to Osuala (2015) Descriptive survey design gives that accurate assessment of the characteristics of whole populations of people. It is also realistic than the experimental design in it investigates phenomena in their natural setting.

Population of the Study

The population for this study consist of 200, 300 and 400 level students of Vocation and Technical Education, in the University of Benin City which summed up to 615 numbers of students.

Sample and Sampling Procedures

The sampling technique adopted for this study is the simple random sampling. The simple random sampling technique was used in order to ensure fair and equal chance of Representation of the total population. The sample of this study will be a selection of 100 students from the entire population.

Instrument of Data Collection

The research instrument used in this study is questionnaire. In the process of data collection the researcher will use structured questions. Whereby respondents will choose or tick on the available option that best expresses their opinions. The questionnaire is divided into 2 (two) sections:

SECTION A: consist of requested bio-data information from respondents.

SECTION B: consist of 23 (twenty Three) items that will address the 5 (five) research questions raised, to know the perception of student on E-learning facilities on the academic performance of students. The questionnaire was weighted on a four point scale responses of strongly agree (4points), agree (3points), disagree (2points), strongly disagree (1point). The decision or benchmark for the study is 2.5.

Validity of the Instrument

In order to ensure that the questionnaire is valid, it was scrutinized by the project supervisor and two other lectures one from Curriculum instructional technology department while the other one for Vocation and Technical Education department by making needed corrections.

Reliability of the Instrument

To determine the reliability of the instrument, drafted copies of the instrument were administered to the selected samples which comprised of 20 students of vocation and technical education department and this was repeated after a week to the same subjects. Pearson product moment correlation was used and the reliability coefficient of 0.82 was obtained.

Method of Data Collection

The researcher administered questionnaires containing a sum total of twenty (20) items constructed by him together data relevant to the statement of problems. The questionnaire was designed within the scope of researcher's questions, with a close_ ended structure, demanding the respondents to respond to each of items, by ticking one out of the alternative being provided, without any further or additional explanation.

Method of Data Analysis

The data obtained through the instrument used from the field was quantitatively analyzed through descriptive statistics, in form of frequency, mean ($\overline{x}$), standard deviation and percentage. The mean ($\overline{x}$) and standard deviation was used to answer the research questions. Decision rule was based on the calculated means ($\overline{x}$) which when equal or greater than 2.50 was regarded as agree while any mean (π) less than 2.50 was regarded as disagree.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

This chapter deals with the presentation of results, interpretation and analysis of data collected using the closed structured questionnaire during the study. The questionnaire contains two broad segments. The first segment (Section A) contains the respondent❼s demography; the second segment is the analysis of data to answer the research questions. The result of the findings is presented in the table below.

SECTION A:

Analysis of Demographic information

Table 1: Demographic Information

S/N			NUMBER	FREQUENCY
1	Level of student	100	0	0
		200	4	4%
		300	38	38%
		400	58	58%
2	Gender	Male	51	51%
		Female	49	49%
3	Age	16-20years	24	24%
		21-25years	63	63%
		26-30years	11	11%
		30 and above	2	2%

Table 1: Reveals that 63% of the respondents are 21-25 years old. This implies that they make up the largest age group of the study, 24% are 16_20 years old which indicates that they make up the second largest age group of the study, 11% are 26-30 years of age, 2% are 30 and above.

In the gender distribution, the male makes up to 51% of the population which is the highest while the female are 49%

Distribution of respondents by level; 4% of students were 200level students, 38% were in 300 level, while the remaining 58% (58) were 400level students. Hence, this analysis shows that respondents who were in 400 level outnumber others from other level. It can also be seen that there was no 100level respondents.

SECTION B:

Analysis of Student Response to Questionnaire

TABLE 2: Mean and standard deviation of perceived influence of e-learning facilities on student❼ achievement

RESEARCH QUESTION 1: What is the Perceived influence of e-learning facilities on students achievement?

S/N	ITEMS	MEAN	STANDARD DEVIATION	REMARK
1	Student's that make use of e-learning facilities in school excel than students that don't.	2.72	0.93	Agreed
2	The use of e-learning facilities improves the overall cognitive performance of students	3.21	0.78	Agreed
3	The use of e-learning facilities improves the overall affective performance of the students.	3.05	0.83	Agreed
4	Through e-learning, students have performed better academically in abstract courses.	3.07	0.76	Agreed
5	Students put the skills gained via e-learning into other courses	3.11	0.80	Agreed

Discussion

Using 2.50 as the index means, in item1, It is agreed that student's that make use of e-learning facilities Excel more than students that don't. In item 2, respondents agreed that the use of e-learning facilities improve the overall cognitive performance of students. In item 3, with mean rating 3.05 which is above 2.50, the respondents agreed that the use of e-learning facilities improve the overall affective performance of students. In item 4 with the mean rating 3.07 which is above 2.50, the respondents agreed that through e-learning, students have performed better in academically in abstract courses. In item 5 with the mean rating of 3.11 which is above 2.50, the respondents agreed that students put the stills gained via e-learning into other courses.

TABLE 3: Mean and standard deviation of students using e-learning facilities make them creative.

Do students perceive that e-learning facilities make them creative?

S/N	ITEM	MEAN	STANDARD DEVIATION	REMARK
6	The use of E-learning in higher institutions helps to build up students Intelligent Quotient (IQ).	3.23	0.76	Agreed
7	Learning via e-learning facilities motivates students to learn and desire positive attitude towards education.	3.21	0.65	Agreed.
8	Expertise in ICT positively affects students' performance in other courses.	3.15	0.70	Agreed
9	E-learning facilities make students highly innovative	3.26	0.66	Agreed

In item 6, from table 3 revealed that (with the mean ($\bar{x}$) of 3.23 which was above 2.50) the respondents agreed that the use of e-learning facilities in higher institution help to build up student❼ intelligent quotient (IQ). In item 7, with the mean rating of 3.21 which is above 2.50, the respondents agreed that Learning via e-learning facilities motivate students to learn and develop positive attitude towards education. In item 8, with the mean rating 3.15 which is above 2.50, the respondents agreed that Expertise in ICT positively affects student❼ performance in

other courses. In item 9, with the rating of 3.26, which is above 2.50, the respondents agreed that E-learning facilities make students to be innovative.

TABLE 4: Mean and standard deviation of students perceive e-learning facilities to be useful

Do students perceive e-learning facilities to be useful?

S/N	ITEM	MEAN	STANDARD DEVIATION	REMARK
10	The use of e-learning facilities as instructional aid is time consuming	2.65	0.95	Agreed
11	E-learning facilities are cheap to adopt by all students in higher institutions of learning	2.22	0.87	Disagreed.
12	E-learning gadgets like Tablets, Phones and Laptops should replace textbooks, handouts in higher institutions	2.65	0.92	Agreed
13	In higher institution of learning, students are exposed to more of the practical teaching of Information and Communication Technology (ICT) than the theoretical aspect via e-learning	2.75	0.96	Agreed

In item 10, from table 4 above revealed that with the mean ($\bar{x}$) of 2.65 which was above 2.50) the respondents agreed that the use of e-learning facilities as instructions is time consuming. In item 11, with the mean rating 2.22 which are below 2.50, which respondents disagree with the statement that e-learning facilities are cheap to adopt by all students in the higher institution of learning. In item 12 with the mean rating 2.65 which is above 2.50, the respondents agreed that e-learning gadgets like Tablets, phones and laptops should replace textbooks handouts in higher institution. In item 13, with the rating of 2.75 which is above 2.50, the respondents agreed that in higher institutions of learning, students are exposed to more practical teaching of information and communication technology (ICT) than the theoretical aspect via e-learning.

TABLE 5: Mean and standard deviation of the benefits students see in using e-learning facilities.

What benefits do students see in the use of e-learning facilities?

S/N	ITEMS	MEAN	STANDARD DEVIATION	REMARK
14	Highly technical courses can be taught online through the use of e-learning facilities.	3.16	0.94	Agreed
15	E-learning facilities promote independent learning	3.37	0.61	Agreed
16	E-learning facilities can be an effective tool for combating corruption and educational malpractice in the educational sector.	2.91	0.87	Agreed
17	Individual differences are well catered for through the use of e-learning facilities	2.76	0.85	Agreed
18	E-learning offers flexibility and equity, because it can be obtained anytime, anywhere and by any one	3.41	0.63	Agreed

In item 14 from Table 5 above revealed that (with the mean $\bar{x}$ (x) of 3.16 which was above 2.25) the respondents agreed that highly technical course can be taught online through the use of e-learning facilities. In item 15 with the mean rating of 3.37 which is above 2.50, the respondents agreed that e-learning promote independent learning. In item 16, with the mean rating of 2.91 which is above 2.50, the respondents agreed that e-learning facilities can be an effective tool for combating and education malpractice in educational sectors. In item 17 with the mean rating of 2.76 which is above 2.50, the respondents agreed that individual difference are catered for through the use of e-learning facilities. In item 18, with the mean rating of 3.41 which is above 2.50, the respondents agreed that e-learning offers flexibility and equity, because it can be obtained anytime, anywhere and by any one.

TABLE 6: Mean and standard deviation of the challenges students encounter with the use of e-learning facilities.

What challenges do students encounter with the use of e-learning facilities?

S/N	ITEMS	MEAN	STANDARD DEVIATION	REMARK
19	Inadequate/poor power supply can hamper the adoption of e-learning facilities in higher institutions.	3.59	0.71	Agreed
20	Lack of technical know-how to maintain e-learning facilities.	3.45	0.61	Agreed
21	Government's neglect on e-learning has brought about graduates who are computer illiterates.	3.27	0.76	Agreed
22	High cost of e-learning facilities has slowed down the proper implementation of e-learning in tertiary institutions.	3.38	0.67	Agreed
23	Cost of accessing the internet's is expensive	3.35	0.83	Agreed

In item 19 from Table 6 above revealed that (with the mean ($\bar{x}$) of 3.59 which was above 2.50 the respondents agreed that inadequate/ poor power supply can hamper the adoption of e-learning facilities in higher institutions. In item 20 with the mean rating of 3.45 which is above 2.50, the respondents agreed that lack of technical knowhow to maintain e-learning facilities. In item 21 with the mean rating of 3.27 which is above 2.50, the respondents agreed that Government neglect on e-learning has brought about graduate who are computer illiterates. In item 22 with the mean rating of 3.38 which is above 2.50, the respondents agreed that high cost of e-learning has slowed down the implementation of e-learning in tertiary institutions. In item 23 with the mean rating of 3.35 which is above 2.50, the respondents agreed that cost of accessing the internet's is expensive.

Discussion of Findings

From the research questions it was found out that e-learning facilities was useful, students that make use of e-learning facilities in school excel more, the use of e-learning facilities improves the overall cognitive performance of students. It was agreed on, through e-learning students have performed better academically in abstract courses and students has put in the skill gained via e-learning facilities into other courses.

It was agreed that e-learning in higher institutions helps to build student's intelligence Quotient (IQ) and motivates students to learn and desire positive attitude towards education. E-learning facilities help students to be highly innovative and being expertise in ICT positively affects student's performance in other courses.

E-learning facilities helps in learning activities more quickly, It easy to get skillful in the use of mobile learning, using mobile learning stimulates curiosity, enables the accomplishment of learning tasks more quickly, increase productivity in learning, make instructional activities more fun and it was agreed that learning devices should be used for studies and for all school activities. It was also found out that the use of mobile learning gives useful feedback, promotes collaboration and idea sharing and gives information rightly and on time. It also makes learning possible anywhere at any time, remember a concept quickly and learn concepts better.

It was also agreed that the use of e-learning is time consuming because of poor power supply it cost more when using generator to put on PowerPoint and e-learning facilities are expensive to adopt by all students in higher institutions of learning. It was agreed that E-learning gadgets should replace textbooks and handouts in higher institutions and students are exposed to more practical teaching of ICT than the theoretical aspect via e-learning.

It was also agreed that e-learning is of great benefits in learning process. Highly technical course can be taught online with the use of e-learning facilities, it also promote independent learning, it can be use to combat malpractice in educational sector, it offers flexibility and equity because it is obtain anytime, anywhere and by anyone, it cater for individual difference.

Study also found out that there was challenges encountered when using e-learning due to inadequate power supply hamper the adoption of e-learning facilities, lack of technical know-how to maintain e-learning facilities, Government's neglecting , high cost of e-learning facilities and cost of accessing the internet is expensive.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The purpose of this study was to investigate the perceived influence of E-learning facilities on academic achievement of students in University of Benin, Benin City. This chapter presents a summary of the research work, conclusion and recommendations.

Summary of the Study

The study investigate the perceived influence of E-learning facilities on academic achievement of students in University of Benin.

E-learning facilities are face with several challenges which includes limited expertise, Technophobia, Inadequate trained experts etc. Literature review was organised under the following sub-heading: Conceptual Framework,Brief History of E-learning, Importance of E-learning facilities in the students❼performance, The Influence of E-Learning facilities in the students' performance, Problems encountered in the use of E-learning facilities in Nigeria Universities. The State of E-learning facilities in Nigeria Universities.

Five research questions and five purpose of the study were raised. The study used descriptive survey research design. Students in vocation and technical education formed the population for the study. There were 615 students in vocation and technical education in University of Benin.

The researcher designed a questionnaire which were used to gather data on the perceived influence of E-learning facilities on academic achievement of students bin University of Benin.

The data collected with the instrument were analyzed using mean and standard deviation, while Pearson product moment correlation was used for Reliability which yeilded 0.82.

Conclusion

This work found out that E-learning has the ability to improve students❼academic performance in the university to a very great extent. The extent to which it improves students' academic performance include the following; Students are privileged to access information with this facilities, it make them to be innovative, source for Educational material that will be of great

benefits, enables them to emerge bests of students, gives them an edge over student in the conventional learning process and broadens their mental capacity. The findings revealed that E-learning facilities reduced examination malpractice because students find it difficult to cheat and it has specified duration while using the facilities for exams clearly different from the traditional face to face learning and therefore should be greatly encouraged. It was also ascertained that E-learning has great advantages over the conventional learning process. The findings also shows that E-learning has reduced the cost and stress of learning and the goals of education in the University of Benin can be reached through it if the government should make internet easily accessible and free by financing it and established more facilities center. This research highlighted the benefit of adopting the E-learning process to include; it breaks the barrier of geographical location in the teaching and learning process, there is increased collaborative learning and interaction, enables self-evaluation on the part of both learners and tutors, makes educational objectives and goals easily achievable, and enables flexibility and equity to a wide range of learners. The research also found out that there are challenges facing the E-learning process and they include; students have low interest and negative attitude towards the use of E-learning facility. Poor power supply has been a major setback in achieving teaching and learning with computer related devices.

Recommendations

The following are recommendations for adopting the E-learning and teaching process effectively and efficiently.

1. Students should be encouraged and armed with the right attitude

2. The E-learning teaching and learning method should be adopted as it possesses greater advantages in accomplishing the educational goals and objectives of the university.
3. The challenge of power failure should be resolved as this will greatly increase the usage of computer related devices and electronics.
4. Students should be aware that these facilities are always available for their use.
5. The difference between E-learning and traditional teaching method should be clearly stated and the advantages of E-learning exploited.

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RELIABILITY TEST USING CRONBACH'S ALPHA

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	0.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.811	.801	26

The result showed that it is on a high side of 0.811 close to 1, which is optimum. It can be said that it on a high side which is of good reliability.

APPENDIX

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY, EDO STATE

Dear Sir/Ma

I am a final year student from the above institution. This questionnaire is strictly for academic purpose and it is designed to carry out a study on **"Perceived Influence of E-Learning Facilities on the Academic Achievement of Students in the University of Benin, Benin City** ". Please fill the questionnaire appropriately and give accurate information as required. There is no right or wrong answer to the questions, what matter is your honest response. All information is required strictly for research purpose and will be treated confidentially.

Thank you.

INSTRUCTION: Please tick (√) in the boxes below

SECTION A: SOCIO ECONOMIC CHARACTERISTICS

Sex: Male ( ) Female ( )

Age: 12 – 17 ( ) 18 – 23 ( ) 24– 29( ) 30 above ( )

Full time ( ) Part time ( )

Highest level of education: SSCE ( ), OND ( ), HND ( ), BSC ( )

Marital status ( ), Married ( ), Divorced ( )

SECTION B

NOTE:

Strongly agreed (SA), Agreed (A),

Disagreed (D), Strongly Disagreed (SD)

1. What is the perceived influence of E-learning facilities on student's achievements?

S/N	ITEMS	SA	A	D	SD
1	Student's that make use of e-learning facilities in school excel than students that don❼.				
2	The use of e-learning facilities improves the overall cognitive performance of students				
3	The use of e-learning facilities improves the overall affective performance of the students.				
4	Through e-learning, students have performed better academically in abstract courses.				
5	Students put the skills gained via e-learning in to other courses				

2. Do students perceive that E-learning facilities make them creative?

S/N	ITEMS	SA	A	SD	D
6	The use of E-learning in higher institutions helps to build up students Intelligent Quotient (IQ).				
7	Learning via E-learning facilities motivates students to learn and desire positive attitude towards education.				
8	Expertise in ICT positively affects student❼ performance in other courses.				
9	E-learning facilities make students highly innovative				

3. Do students perceive E-learning facilities to be useful?

S/N	ITEMS	SA	A	SD	D
10	The use of e-learning facilities as instructional aid is time consuming				
11	E-learning facilities are cheap to adopt by all students in higher institutions of learning				
12	E-learning gadgets like Tablets, Phones and Laptops should replace textbooks, handouts in higher institutions				
13	In higher institution of learning, students are exposed to more of the practical teaching of Information and Communication Technology (ICT) than the theoretical aspect via E-learning				

4. What benefits do students see in the use of E-learning facilities?

S/N	ITEMS	SA	A	SD	D
14	Highly technical courses can be taught online through the use of E-learning facilities.				
15	E-learning facilities promote in dependent learning				
16	E-learning facilities can be an effective tool for combating corruption and educational malpractice in the educational sector.				
17	Individual differences are well catered for through the use of E-learning facilities				
18	E-learning offers flexibility and equity, because it can be obtained anytime, anywhere and by anyone				

5. What challenges do students encountered in the use of E-learning facilities?

S/N	ITEMS	SA	A	SD	D
19	Inadequate/poor power supply can hamper the adoption of E-learning facilities in higher institutions.				
20	Lack of technical knowhow to maintain E-learning facilities.				
21	Government's neglect on E-learning has brought about graduates who are computer illiterates.				
22	High cost of E-learning facilities has slowed down the proper implementation of E-learning in tertiary institutions.				
23	Cost of accessing the internet is expensive				