

**INFLUENCE OF E – LEARNING TECHNOLOGIES OF
ACADEMIC PERFORMANCE OF BUSINESS EDUCATION
STUDENTS IN UNIVERSITY OF BENIN, EDO STATE**

BY

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT
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DEDICATION

This research work is dedicated to God Almighty whose steadfast love never fails, for being my guide and direction and for showing me love

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The research wishes the first and most foremost expresses his immeasurable gratitude For God Almighty for giving him grace to accept the challenges for coordinating this work and finishing strong with life and strength in good health.

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TABLE OF CONTENTS

TITLE	PAGE
APPROVAL PAGE	ii
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
LIST OF TABLES	vi
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	
Background to the Study	3
Statement of the Problem	5
Research Questions	5
Purpose of the Study	6

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Role of E – Learning on Academic Performance	9
Concept of Business Education	12
Opportunities for the use of e – learning education	16
Challenges that Face the Use of E – Learning Technologies	22
The role of Prior Computer Skills of Performance of	
E – Learning Set Up	23
Relevance of E – Learning Technologies on Education	26
Reviews of Related Empirical Studies	29
Summary of Review of Related Literature	31

CHAPTER THREE: METHODOLOGY

Design of Study	32
Population of the Study	33
Sample and sampling Technique	33
Instrumentation	34

Validity of the Instrument	34
Reliability of the Instrument	34
Method of Data Collection	34
Method of Data Analysis	35
Limitation of Methodology	35

CHAPTER FOUR: DATA ANALYSIS PRESENTATION AND INTERPRETATION OF RESULT

Data Analysis	39
Discussion of Findings	41

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary	43
Conclusion	43
Recommendations	44
Suggestions for Further Study	45
REFERENCES	49

ABSTRACT

The purpose of the study was to determine the Influence of E – Learning Technologies on Academic Performance of Business Education Students in University of Benin, four research questions were raised to guide the study.

The study employed descriptive survey research design. The population of the study comprises 251 business education students and 100 were randomly selected and uses as sample for the study.

The instrument that was used for the study was a set of 20 structured questionnaires which were validated by the supervisor and one other expert. The reliability of the instrument was designed using test re – test method and the reliability of the value of 0.86 was obtained. The research design used for the study is descriptive survey research design. The copies of the questionnaires were administered personally by the researcher and with the help of the research assistants, the questionnaire items were analyzed using frequencies and percentages.

The findings revealed that students are experiencing challenges using the e – learning technologies for their academic work.

It was also revealed that e – learning is not responsible for their poor academic performance since they used it to share academic knowledge and information among themselves. The researcher recommended that both governments, communities, school, administrators, should help to reduce challenges faced by the students in the use of e – learning in the school environment.

CHAPTER ONE

INTRODUCTION

Background to the Study

E-learning is the act of taking a course online using modern, wireless or capable connections to access academic course materials from a computer, phone or other devices. Bermejo (2005) defined e-learning as a education that uses computerized communication systems as an environment for communication the exchange of information and interaction between students and instructions.

E-learning centers on the interception of education, teaching and learning with ICT (Okoro, 2000). It is learning that precedes by two other disciplines: educational technology and distance learning education. These two disciplines have uniquely contributed to the intensive use of ICT of educational possess.

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

This study is to inform the deplorable state of educational in Nigeria due to the inadequate teaching in learning facilities and infrastructure libraries in the University of Benin have audio visual learning materials that are utilized as a result of the students. Hence, traditionally, the main learning approach focuses on the teachers rather than the students. A teacher determines what to teach, how to teacher and thus less concern about the student that is at the receiving end.

There are various learning approaches being put into place to compensate for the problem occasioned by this traditional learning paradigm for example online instruction has the instruction to provide opportunities for reflective and integrating outcome especially. This approach provides the students adapture personalized e-learning because it is a general term used to refer to computer-enhanced learning.

It may involve the use of mobile technologies such as personal digital assistant and mp3/mp4 player or website, discussion boarders, collaborative software, email, blogs, wikis, text chart, computer aided assistant, educational animation, simulation, games, learning management software etc.

Therefore the survival of business education students in University of Benin in the 21st century will increasingly rely on various forms of delivery system and communication technologies that are available in the market as requirement for educational flexibility.

Stephenson, (2001) posits that there is little systematic research into the overall effectiveness of e-learning as learning medium despite the great interest in it. He acknowledges that there is much more to the alone, variety of e-learning courses aimed at making sustainable development a reality have been developed and demonstrate how e-learning can reach thousands if not millions of minds and potentially plant the seeds of change.

Fry (2000) and Wild et al.(2002) describe e-learning as the delivery of training and education via network interactivity and distribution technologies. Other authors notably Roffe, 2002; Shank (2002); and Sambrook, (2003) see e-learning and communication exercise across computers and networks or for that matter any other electronic sources.

Khan (2005) pointed that e-learning has been described in various ways as learning using a number of different technologies and method of delivery e.g Computer Based Training (CBT), internet -Based-Training(IBT), Web-Based-Instruction(WBI), advanced distributed learning (DL), distance learning, online learning (OL), mobile Learning or (M-learning) or Remote Learning and Learning Management systems (LMS).

In the 70's and 80's distance learning became popular and was done via mail until the rise of internet usage. In the late 90's the digital learning environment was heightened and World Wide Web started as a distributed learning mechanism to support on campus students and distance learners. With the use of this delivery technology learners can get a range of resources like discussion forums, multimedia, chat, video conferencing and electronic blackboards (Gulatee and Combes, 2007).

In e-learning system, student are able to interact anytime from whenever with different instructional material (text, sound, picture, video and soon) through internet. In addition, learners can communicate with teachers and classmates both individually and as a group discussion with the use of message boards, instant message exchanges and video conferencing (Al- AMari and Hamas, 2008).

Khan (2005) suggests that e-learning system is used for an open, flexible and diverse e-learning environment. Moreover e-learning system can be analyzed as a venture approach for delivery, learner-cebtered, interactive and facilitated learning environment to any place, anyone, anytime by utilizing the features and resources of different digital technologies along with other types of learning materials suited for an open, distributed, and flexible learning environment (Ibid, 2008)

Statement of the Problem

The importance of education is increasing because of increasing pressure to catch up with the developed world regarding, for example, global competitiveness(Hawkins 2002) . Before the introduction of e-learning many people who wanted to obtain university degree had to compete for the few places that were offered by the public universities. Those offered places had to apply for study leave as they had to go through the traditional learning system. This kind of further education system was characterize by limited number of students that could be absorbed per an academic year and consequent removal from their places of work for the duration of their study.

From the reviewed literature, it can be deduced that there seems to be no research studies on the joint contributions on hours spent online or offline and prior computer skills variables to their academic performance. Whereas researchers and theorist (Coldeway, 1986;Calvert,1986; Garrison, 1987; Kumar, 2001) have stressed on the need for a comprehensive approach, taking into account all the experiences of e-learners as well as the unique aspects of e-learning environment. In addition, it has also been observed that little research has been devoted to exploring factors that predict the academic performance of e-learners (Cookson, 1999) while those that even exist concentrated largely on demographic correlates as a component in their studies (Kumar, 2001).

Several studies has been carried out on academic performance especially on conventional students, but not much on e-learning students within the Benin educational system. The need to server this ground so as to extend the frontier of knowledge in other to help improve the unimpressive e-learner's academic performance necessitates and serve as the motivating factor for undertaking the present race of research so as to fill the existing important research gap.

The study endeavor to answer the following questions, what role does prior computer skills play in improving students performance in so doing, the study sought to measuring the ability of the students to use e-learning tools such as internet/intranet, computers and software. For particular purposes, what is the role of personal characteristics on academic performance? To measure personal characteristics the study sought to identify variables such as gender, student with special needs, gifted students, and religion these helped the researcher know such personal issues that may influence a student's usage and acceptance of the technology as may be informed by individual's socialization. Lastly what is the impact of hours spent online /offline has on students?

Research Questions

The following research questions are raised to guide the study

- I. To what extent do prior computer skills play in academic performance?
2. What are the challenges that face the use of e-learning technologies?
3. To what extent does the level of engagement (hours spent online /offline) in the e-learning process affect academic achievement?
4. Are there ways to curb business education students' addiction towards e-learning technologies

Purpose of the Study

The main purpose of this study was to establish the impact of e-learning on academic performance. Specifically, the study determined"

- I. To establish the role of prior computer skills play on academic performance.
2. To establish the impact of number of hours spent online /offline (Time management) on academic achievement.
- 3.. The challenges experienced by business education students in the implementation of learning technologies.

CHAPTER TWO

REVIEWS OF RELATED LITERATURE

This chapter deals with related literature relevant to the study. They are presented under the following sub-headings:

- . Role of E-learning on Academic Performance
- . Concept of Business Education
- . Opportunities for the use of E-learning in Education
- . Challenges Facing Use of E-learning Technologies
- . Reviews of Related Empirical Studies
- . Summary of Literature Reviewed

The Role of E – Learning Academic Performance

Attitude concerning e – learning, echoed by scholarly and academic reviews, range from natural to positive. On one hand, it is noted that e – learning is at least as effective as traditional instructional strategies (Rosenberg, Grad and Matear, 2003) and there are no major differences in academic performance between the more traditional and more technology oriented models of instruction (Cavanaugh 2001). On the other hand, many reviews go further, reflecting a principally positive attitude towards the impact of e – learning (Mayer, 2003). The current place sought to demystify e – learning by concentrating on how specific e – learning factors (Socio –

demographic characteristic hours spent online and prior computer skills). Influence individual academic performance.

There is a considerable body of evidence to suggest that different teaching delivery styles can have different degrees of success; as measured in terms of academic result in the university of Benin. (Emerson & Taylor. 2004). In relation to online teaching, some studies performance, for example, Smith and Hardaker (2000). Other studies however, find that greater online teaching has a negative impact on performance (Johnson 2005).

Benefit include offering a variety of new possibilities to learners in Uniben (Beruleur Laferriere & Lamon, 2002). In addition to having a positive effect in students achievement in different subject matter arrears (Chamber, 2010) other benefits of economic education include increases in enrollment or region burder educational and instructors not locally available access to resources and increase in student – teacher communication. According to Barker and Wendel (2001) students in various schools should greater improvement that their conventional school counterparts in critical thinking decision making and time management. A study by Calderoni (1998) reviewed that academic advantage over traditional classroom instruction well demonstrated by student in Mexico’s Telesecundaria program, who were “ substantially more likely than other groups to pass a final 9th grade examination” administered by the state; by student taken a chemistry by satellite course (Dees 1994); and by student learning reading and math via interactive radio instruction (Yasi & Luberrisse 1998).

Electronic education is not the most effective choose in all situations. Student may feel isolated, parent may have concern about children social development, student with language difficulties may experience a disadvantage in a text – every online environment and subject requiring

physical demonstrations of skills such as music, physical education or foreign language may not be physical in a technology – mediated environment. Bond (2002) found that distance between tutors and learner in an online instrumental music program has negative effect on performance quality, student engagement and development and refinement of skills and knowledge. Virtual school students show less improvement than those in conventional schools in listening and speaking skills (Barker & Wendel, 2001). Highly technical subjects have also proven to be difficult to teach well online.

Kearsley (2000) notes that given instruction of equality, groups of students learning online generally achieve at levels equal to their peers in classroom.

Equality between the delivery systems has been well documented over decades for adult learners. Evidence to date convincingly demonstrates that when used appropriately, electronically delivered education – ‘e – learning’ – can improve how students learn, and improve what students learn, and deliver high – quality learning opportunities to all children (NASBE, 2001).

A primary characteristic that sets successful distance learners apart from their classroom – based counterpart is their autonomy (Keegan, 1996) and greater student responsibility as is noted by Wedemeyer, (1981).

A second characteristic that differentiates successful – distance learners from unsuccessful ones is an internal locus of control, leading them to persist in the educational endeavor (Rotter, 1989)

Concept on Business Education

Business education means many things to many people. Agwemezie (1999) see business education as a program in education that prepare student for entry into and advancement of jobs within the business. Aliyu (1999) have it has a program one need to be proud of it properly designed, adequately prepared and religiously harmonized. Aliyu further affirms that business education is an educational program which involves acquisition of skills, knowledge and competences which makes the recipient/beneficiary proficient. It is an umbrella under which all business program takes a shield, such as marketing, business administration, secretarial studies and accounting.

To Igboke (2000) business education is a dynamic field of study geared toward preparing youths and adult for and about business. It Is a preparation for a career in business when instruction is designed to youths and adults for actual practices in the world of business. On the other hand, education about business involve preparation of youth and adult for intelligent and effective consumption of economic goods and services offered to society in our free enterprise economy.

However, business education will produce responsible, productivity and self – reliant citizen. This highlight the importance of business education inculcating in the recipient knowledge values, attitude and skills needed in the business world.

The area of business education is however, divided into three areas. Which are marketing/distributive, secretarial and accounting education. The teacher acquire the skills of the three aspect of business education and effectively orients this skills to this student. These leads to the student acquisition of skills by the student positively affect their well being as individuals in

their families in particular and the nation at large, thus addressing the nation's sustainable development positively.

Business involve teaching student in fundamentals, theories and processes of business. Education in these field occurs at several levels, including secondary education and high education or university education (Wikipedia).

Business education is a branch of education that involves teaching the skills and operation of the business industry. These field of education occur at multiple levels, including secondary and higher education institute. And education in business varies greatly in its curriculum and popularity around the world. Career development is often an integral part of an education in business. (Wikipedia).

This aspect of branch call for many career opportunities in business education such as retailing, wholesaling world processing record keeping, preparation of financial report, auditing, consultancy services, advertising and public relation among others. All these recommended business education has a vital tool for entrepreneurship. It is primarily concerned with assisting the individual to be useful as well as improving his/herself in the business world which will in turn lead to the improvement of the society at large. All these depend on how effect business education curriculum is implemented by the business educators. The relevance of business education as a vital tool for entrepreneurship is the focus of this paper in reference to accounting skills as a branch of business education.

The objective of business education cannot be over emphasized, hence, business education generally are borne out of the needs of industry, commerce and society in addition, its is career oriented that aims at preparing people for gainful employment.

The skills acquisition in the aspect of business education, a business educator is one who studied and is qualified in all areas of business education. It is a professional field providing training not only as teachers of business courses but also to fit individuals into occupation outside the classroom (Okoh, 1999) the development of skills varies with the nature, complexity and the type of activity. And individual who go for skill apprenticeship training should possess the following qualities; interest, ability, aptitude, patience, personality characteristics and other human physical qualities that will enable him to succeed. People that acquire good working skills continue in spirit of difficulty of danger. In every business establishment be it government establishment parastatals private companies, banks and other financial institution, the important of account cannot be over emphasized.

Opportunities for The Use Of E – Learning In Education

In the field of education, communication technology site offered a student the opportunity to connect with other student, educators, administrator, alumni both within and outside his current institution. Scholars praises communicating tools for their capability to attract, motivate and engage student in meaningful communicative practice, content exchange and collaboration.

There are some opportunities in the use of Whatsapp in education some of them are;

Flexibility: flexible learning expands choice on what, when and how people learn. It support different styles of learning, including e – learning. Flexibility means anticipating, and responding

to the ever – changing needs and expectations of vocational education and training client – enterprises learners and communities. Flexibility is one of the most attractive element of online learning in socio networking. Blended approaches that combine face – to – face and online learning are preferable to an online pedagogy alone. Face – to - face classes are likely to enable high level of motional understanding, while the convenience and flexibility of online component can motivate student to complete educational stakes.

It contribute to the different perspectives of the student, forums such as chart rooms that exist in whatsapp provide opportunities to exchange views on topic which increases the opportunity to take advantage of use and proposals and their integration with the views of the student and helps in the formation of a solid foundation for student in their knowledge of. The education theorist confirms that human interaction is a vital element in the learning process. It should be noted that e – learning provides participation through such virtual classroom, chartrooms and meeting by video.

Convenience and accessibility: E – learning helps both educational institutions and student save cost. Colleges don't have to provide business education student with space for learning and with some additional materials for the educations student don't have to travel somewhere to build new skills and gain new knowledge.

While e – learning skills require teachers to record their lectures and create courses these learning materials can be use for a long time and easily change when the needs comes therefore, colleges save money on instructors and professors too.

E – learning allows student to study from any place when they have stable internet asses. It also allows them to study at anytime they find it comfortable. All these not only make the learning process easier for people leaving in different time zones but also allows the student to combine online education with work or getting a college degree.

Moreover, these also allow student to organized their time more effectively. For example you can learn something on your way home or in a bus or during your gym training. This means that even the busiest student could learn properly.

E – learning technology differs from what most student are use to these days. You learn online, you are able to communicate with people in charts and forums, you can share your progress on social media, and so on. Some student like it more this way some simple find such change refreshing.

Many teachers know that a more diverse educational progress is the more interesting student find it. Even if that is only on an addition to the traditional learning, this still could be a nice change

Student engagement (Hours spent online/offline)

Research that student academic performance maybe affected by both engagement effect an learning – style effect. Carini et al (2006) found that although in general, the relationship between engagement and performance is complex, engagement Is complex, engagement is positively correlated with student performance their conclusion is supported by a number of empirical studies: Rodgers & Ghosh (2001) identify that ‘effort’ (or engagement) levels where highly significant in determining student examination performance. Additional studies in this area have examined the issue of what determines the amount of time that a student

spent on e – learning. Arbaugh (2000) argues that this will depend on the student attitude to the perceive usefulness, and also the ease of use, of these delivery medium. It is suggested that student who spent more time on internet based courses tend to be the one who take or make ownership of the delivery process and as a consequence received the greatest learning benefits (good performance) measured by grade. From these, it can inferred that we might expect to find a significant and positive, relationship between the level of e – learning engagement and academic performance.

The ability to effectively manage learning time is an important element in electronic learners success (Kersely, 2000). Palloff and Pratt (1999) hinted that interacting in a web based course can require two or three times the amount of time investment than in a face – to – face course. Robley (1999) pointed that student who have difficulty in managing time or more likely to achieve less in a distance course or dropout. Gibson (1998) pointed out that a key construct relating to distance learners' persistence is rather self – efficacy are related to learners' perceptions. Of their ability to manage time effectively.

Student who use their time efficiently are more likely to learn and/or perform better than student who do not have good time management skills. Zimmerman & Risernverg, (1997). Opine that self – regulated learners know how to manage their time because they are aware of deadlines and how long it will take to complete each assignment. They prioritize learning task, they are aware of the need to evaluate how their study time is spent and to be prioritize as necessary. The other key performance – influencing issues relate to differences in student learning styles. This may result in difference in the effectiveness of e – learning delivery method for individual sub – groups with the student body within the learning – styles

literature the notion that different learners have different cognitive styles has been widely examined (Klob, 2000) in addition to the general indication, there is a considerable support in the literature for the suggestion that there are identifiable variations in the learning style of sub – group with the student population.

Challenges That Face The Use Of E – Learning Technologies

Through e – learning technologies can increase student learning through online technology, challenges that arise when e – learning is incorporated into an academic course. E – learning might also impact student negatively in that for some student, school is not only the place where they come to socialize, to make new friends, and to learn something more from their professors. With e – learning, this can be add (if not impossible) to achieve. Sure you will still have online chats rooms and you we be able to ask your instructors questions but the level of personal connection would hardly be the same as it would be in school. That is while some student might feel isolated and deprived of support. (Richard Nolan, 2012). One explanation for these is that e – learning dose not provide face – to – face connection between the student and his teachers like the connection you have in school so will feel isolated.

Another reason for this may be that the student are able to improve only when they know their flaws and weak point and that is why feedback is one of the biggest drivers of student progress.

Why online instructors do give the student feedback, it still might not have enough time to work with them properly, especially every detail. This could lead to some student failing behind having gaps in their knowledge, and not completing the course successfully enough.

Summing this up, online learning does not have pros and cons. The pros are mostly focused on the availability, locus, and flexibility of the whole process. The cons, however, are mostly about the personal and emotional factors. Most of them aren't critical and can be easily fix in time. E – learning depends on technology a lot. While e – learning might look like a learning tool available to anyone, a reality, its not. Not all people have a stable internet access and computers that are powerful enough to support online streaming, for example, some might have all the necessarily technology but struggling with using it. For example, older student might find it hard to master all the newest techniques. Some fine it hard to motivate and organized themselves. Being to learn at a comfortable pace and organized your learning on your own is a disaster for some student. Why some people are good in self – organization, some cannot do this without having a clear deadline with a term paper and the need to report their progress to the teacher. Some can do so but still feel better with working and learning around people because it motivate them more. (Richard, 2012) as a result of this students and teachers or educators become equal participant in the knowledge sharing process. Thou this seem beneficial for creating disseminating knowledge, e – learning can also become a privacy concern (Chem & Bryer, 2012; Frye, 2010; Jackson, 2011; Smailes & Gannon; Leary, 2011). This suggest that establishing standards for e – learning use should include behavior and attitude guidelines similar to those enforce in the classroom.

There are many challenges facing the use of e – learning technologies in education such as addiction, taken up time and risk communication.

Addiction:

Excessive internet use is emerging as one of the more negative of young people online activities. Internet addiction is often synonymous with internet dependency, computer addiction and net addiction. Internet addiction has been defined as the use of internet to escape negative feelings, continued use of the internet despite the desire to stop. Exercise unpleasant emotions when internet use is impossible, thinking about the internet constantly and the experience of other conflict. Some psychologist believes that internet use have other effect on individual for instance, interfering with deep think that lead to true creative (Nechoas Carrjone, 2010). Also there is the evidence that internet addiction has a negative effect on academic (a drop in grade) physical health (sleep deprivation due to long hours of internet use) mental health (depression) and finance (cost of accrued internet expenses). Tisa and he suggest that internet addiction is an important concern among adolescent. Communication technologies (facebook and whatsapp) is one of the social phenomenon's of active users (most youngsters) hang out with their facebook pages for long hours chatting and sharing messages. Communication technologies (facebook and whatsapp) is one of the most addictive phenomenon that has swept the world.

Taking Up Time:

The study which was conducted by the site www.azureim.com showed the amount of the time spent by individuals with each other online. This has effect on health of individuals,

because spending a lot of time browsing this social network and affect the way the genes operates within the human body and weakens the immune and hormone levels, and function of arteries. In addition, it also has an impact on mental health. Moreover the use of whatsapp in the education can cause lack of motivation towards learning and can be boring sitting in front of computers for a long time especially if the scientific material presented is free of audio and visual effect that will attract learner towards learning.

Miscommunication

E – learning does not afford the student with the same opportunities of explanation and clarification that occur in face – to – face interaction. Learners faced some difficulties through online technology like whatsapp in expressing their views and idea in writing, as many learners prefer for express their ideals orally which in approach they are used for many years through their study. While e – education users need to acquire writing skills to express their ideas an opinion freely. Face – to – face allows individuals to perceive physical clues like tone, inflection, body language, in an online environment, these are lacking.

A current learning practices, the acceptance of e – learning technology is still primarily lead by education enthusiasts who try to make their classes more engaging for student, turn to this popular online tools and make them parts of their teaching practices.

However, evidence is still lacking as to whether as to what extent this tools are beneficial for education. This section on E – learning Teaching and Learning, therefore aims to provide some additional insight into the educational potential of e – learning which despite some observed disadvantage it expected to increasingly present in educational practice. Numerous

studies have demonstrated the benefits of online communication technology in the learning process. Positive aspect of online technology with teacher and peers and expert knowledge and an opportunity to reflect on the exchanged messages (Ellis, 2001) by expressing their thought, discussing and challenging the ideas of others. Student develop critical thinking skills as well as skills of self – reflection and co – construction of knowledge and meaning (Brindeney, Walti & Blaschke, 2009).

However researchers and practioners alike are found that interaction cannot be easily established in a learning environment. This often come as a result of inappropriate cost design (Brindley et al. 2009). Therefore in order to yield the expected educational benefit, the technology in general and whatsapp tools in particular have to be accompanied with a sound pedagogical approaches.

In 2007, the Bristish counsel market research into how the internet has affected the preferred learning styles of your people wanting to learn English around the world. The result of these research suggest that if teachers are to remain relevant and ineffective, then they need to use ‘learning technologies’ to help student reach the world outside the classroom. The result suggest that a lot of student best learn from their friends and family. Perhaps that isn’t so surprising. The things will learn from our loved once are often more immediately relevant to our life than what we learn from a teacher in the classroom. Also, when we are relax (such as when we are at home or in a café) then we are more open to suggestions and new ideas. Does it mean that teachers should start taking their student to cafes more? No, however a lot of teacher takes their student outside of the classroom once a term to try and create a different experience, atmosphere and dynamic for their teaching and learning. There are other

implication from the result above. For example teachers may find they are more successful if they:

- ❖ Organized group work in the classes
- ❖ Make the exercises they give the student fun, since student are motivated when they are having fun.
- ❖ Give their student work to do outside the formal certain of the classroom
- ❖ Take on the role of ‘facilitator’ rather than the role of ‘giver – of – knowledge.

The average young person in the world today owns £500 of technology (prensky, 2001). It feels like everyone has a mobile phone today. In China, more people have mobile phones more than land – line phones. In some African countries, people owned more than one phone each on average. What this means is that some times young people get new information from the technology they used outside of school than they do from their teacher in the classroom. Sometimes, young people learn more from using the internet at home or in the café than they do at school. When young people are on the internet, they connected to people and the world. In the classroom, they can feel ‘disconnected’ and ‘isolated’.

They sometimes feel that school isn’t particularly relevant to their life.

The implication, therefore, are that teacher might;



Try to use ‘learning technologies’ in the classroom whenever they can, to make the learning experience relevant to their student.



Show student how to find and access information and opportunities through technologies.



Focus on developing student networking skills (both online and face – to – face) so that the student become ‘connected’ to people who can give them

information, help them learn and keep the learning experience relevant to the student life

✚ Take on the on the role of trainer rather than engineer.

THE ROLE OF PRIOR COMPUTER SKILLS ON PERFORMANCE IN E – LEARNING SETUP

Some learners are better prepared than others to used e – learning technologies to facilitates their educational progress; individual “readiness” seems to be a crucial factor In account for the success of e – learning applications in education. Looker and Thiessien (2002) in their paper noted that digital divide for Canadian youth, remarked that access to and experience with computer technology determines “computer competency”, and that these competency is generally associated with Urban residence of higher economic status.

Levin and Arafah (2002) remarked on the differences between student who are highly gifted in the internet usage and those who have little opportunities to develop their experiences with networking tools. Dewar and Whittington, (2000).concluded that adult learners learning styles (as indicated by Mysrs – Brggs personality types) can predict the partner of their participation in online courses.

It is interesting to note however that a key learning – style related factor may infact be the student familiarity with technology. A number of studies have showed that computing experience is a strong predictor of attitude towards and also use of, computers and the internet

(Atkinson & Kydd, 1997). In effect the student learning style may adapt and improve as familiarity with the e – learning medium increases.

Relevance Of E – Learning Technologies In Education

Education is the transmission of knowledge, both mental and physical from one person (teacher) to another (learner). (Dosumu, 2003).

Education is a very essential part of an individual life for every teenager, education is more important than anything. Education teaching Practice have evolved over the last twenty years, with more emphasis on student – centered pedagogy. There is an increased expectation place on to the roll that technology can play to harness effective learning.

However, one could argue that there remains disconnected between our ambition for online learning through technology and the realistic of our practice (Roblyer, 2010).

Fush (2011), who argues that the tools of the trade are as important as the learning objectives, and that tools are needed which promote electronic learning presence, create a more online learning environment and foster study. Dunn (2012) realizes that more emphasis must be placed on learning with technology. The default system for many academic remains on teaching with technology. The two perspective, when not aligned, can create very different experiences for student. Lairv & Kuh (2012) support these arugment. They argued that active learning and deep discoveries between student and their teachers requires an extended degree of technological engagement. How the technology is use and how it is integrated into the learning process is important. Zepke & Leach, (2010) suggest that motivation and student disposition will influence their ability to engage in learning, when line in online or e – learning is becoming blurred.

Technology has shown a fast development by producing small communication devices that can be used for accessing online learning at any time, anywhere, these devices include pocket computers, laptops, ipods or even small mobile phones (which support internet). Technology step towards betterment.

It has been proof in the field of psychology and linguistics that process of the store information of vocabulary in human mind is determined by the nature of the psychological state of the recipient. We also find that this idea is supported by the Greek philosophy of Aristotle when he emphasizes in its theory of knowledge on the need to use some form of entertainment during the process of giving lessons. In a rethink, there is need to consider individual differences because what one find interesting might not in any way be interesting to another. Individual differences refer to the uniqueness that exist in each individual and among people (Amao Kehinde, 2000).

So I think that these site will be a useful tool that can generate a revolution in the field of education if you have the ability to control them to suit the recruitment of knowledge and science.

Overall, the e – learning technology focuses heavily on making education more available together with the whole learning process more entertaining. Therefore, provide them with tools that help them to do so. In the field of e – learning, the social network site handed by big problem raised by educators in the recent period. For example, a lack of humanitarian aspect and described it as teaching lack of spirit. However, e – learning has help to resolved some of these problems by making the whole learning process entertaining.

You learn online, you are able to communicate with people in chats and forums, you can share your progress on social medial and so on. Some student like it more this way. Some find it more refreshing this lead to the increase to attract people towards e – learning and some researchers in

the field of social sciences and education carrying out studies to examine these phenomenon and to clarify the reason behind the attraction educated about social network site (Firpo & Ractham, 2011) and (JIANG & TANG, 2010).

E – learning technology such as communication technologies allow members to participate in a learning environment and also to acquire information from the world in general, when the learning process can occur inter – changeably from both inside and outside of the classroom. The result, there are benefit for successful use of communication technologies in education for both student and instructors: for student: some degree of informal learning through informal communication support from collaboration, feedback on thought and collaboration, independent on space and time. For instructor: gaining feedback from student and constant communication with student and produced an effective instructional technology for them. So e – learning technology can be use to foster a culture of learning, as a learning tool for both student and teachers. Further more in the future, the e – learning technologies, will have the significant potential to expend teaching and learning out of the classroom.

Different researcher addressed how to used the communication technologies such as (social network, instant messaging, emails and message forums) to support education, to build pedagogical model by using social networks or whatsapp social network and the study tried to identify the balance between developing individual creativity with group activity of collaboration. This model is created based on a traditional instructional model and gain the characteristics of design education. The whatsapp social site or social network from the communication technology have become the main means of communication between the student and teacher. However, this model predicted to enhance learning efficiency.

Evaluation on e – learning strategies are found whatsapp services as a platforms that allow for the extension of learning discussion outside the formal classroom certain, therefore promoting deeper learning as young people not only engage with the material given to them in the classroom for longer but are more likely to relate to it and incorporate it into their everyday life by getting more information online about the topic thought (education.au, 2009 & Notley, 2009).

However it is important to know that the educational benefit on whatsapp services are not experience equally by all young people. Certain group of learners such as indigenous young people those from no socio – economic background and those living in remote areas, faced persist challenges on internet access and literacy (MCEETYA, 2005; ABS, 2005; The smith family, 2008; ACMA, 2009). Maximizing the benefit of e – learning technology services for these groups specifically requires addressing access and digital literacy. Yet. Well access and skills are promoted, by e – learning and social media (such as whatsapp) can enhance the interaction of marginalized young people with their teacher and increased their confidence in educational activities (Blanchard, 2007).

Reviews Of Related Empirical Studies

This research was carried on influence on e – learning technology on academic performance on business education student. The case study method based on survey questionnaire method was utilize for data collection from the field study. The rationale behind this approach derived from fact that one of the characteristics of good quality research depends on its ability to produce evidence that could be generalized from the empirical result of the sample study. The variable considered in this study were academic performance and learning process as the endogenous variables. The exogenously determined factors include; facilitation on academic studies and self

– development outcomes. The study population of undergraduate by Olaniyi, S.S. (2006), e – learning technology in Ota, Ogun state Nigeria. A clustered random sampling technique was used and estimated 214 sample sizes. A total of 250 questionnaires were distributed and 214 estimated with the total of 27 variables that were retrieved from the survey with a response rate of 86%. The structured questionnaire was subjected to face and content validity with assistance research expert in this field. The research instrument was structured into two main parts which consists of the personal characteristics of the respondents and the content questions that addressed the e – learning process, facilitation of academic studies, self – development outcome and its effect on academic performance. The personal characteristics of the respondents were analyzed with descriptive statics involving frequency distribution and percentages. This in addition, provide the researchers with total number of target audience in a particular outcome. The influence on e – learning technology on academic performance on tertiary institution student was established using relational analysis.

It was shown that there is a significant relationship between academic performance, e – learning facilitation for academic study and its self – development effect are significant predictor of academic performance. The findings from these studies suggest that e – learning facilitation academic study and self - development outcome of e – learning have substantial influence on academic performance in institutions. These suggest that there exist a significant relationship between e – learning motivated studies and academic performance in higher education in Nigeria. We therefore accept the preposition that e – learning influence for studies does significantly enhance academic.

The finding also show the exposure of the undergraduate student of Ogun state university have effect on their academic performance on the undergraduate student of Ogun State.

Findings show that the undergraduate student of Ogun state University have access to online technology and that the extent to which the students have access to social media is high. This is evidence in the majority of the respondent who agreed to that effect (69.6%). The implication of these is that student of Ogun State University have access to the internet. Instead of reading their books, they spend their time chatting and making friends online and this will likely or defiantly have negatively impact on their academic performance, because when they did not read there is no way they can perform well academically.

The gap filled from the collected and analyzed, it can be concluded that the exposure to the internet by an undergraduate student of Ogun State university is high and this have negatively effect on their performance. The paper therefore makes the following recommendations;

- i. The government, the schools and other well to do individuals should encourage hard work by rewarding successful students through scholarship skills and other incentives
- ii. The government should consider the possibility of evolving a policy of teenagers' negative exposure to online.

This study was carried out in university of Micano – Bicocea.Pleridiamamthi (2014) in the academic year of (2011 -2012). The objective of the research is to make implicit and explicit knowledge that the users have, explicit and therefore more available and more accessible since ICT'S have become an essential part of learning experience for people in all ages so it become a consult that need to be explored, the researcher stated elaborating the transition Web 2.0 to e –

learning aggression of the power of Web 2.0 with social networks in the learning process. They use thinktag Smart. A new Web 2.0 platform; that mixed the learning opportunities offered by the Web 2.0 with the learning opportunities of social networks for sharing knowledge to train 137 student in two subject (Tourism and Social of innovation), after these experience they gave them a questionnaire to evaluate the learning experience and platform the tinktag Smart and some features that were mostly in the platform: (resources, shelves and groups); where the list use were (wiki, collections and charts), the strength of the platform which made it generally appreciated were; the resource or the ability to exchange and share information with users of thinktag Smart; support teaching as the portal which was open to share note and materials connected to courses they need; and the interactivity feature of the platform provide for the users. As for the witnesses which do not allow for the complete satisfaction they were the slowest in loading the pages, the uncleanness/complexity, the lack of immediacy and intuitiveness. In some, the platform was a tool for great potential, but to be competitive; realities need further improvement.

The current study would therefore recommends that business education management should make a consorted effort to provide e – learning environment that will enhance student performance in schools.

Assignment and research works that are meant to encourage student to the most effective used of e – learning facilities provided by the schools should frequently be given to the students as this will help to significantly improve their self – independent and development in their academic endeavors.

Summary Of Review Of Related Literature

This chapter covers the frequency usage of e – learning and how it influences the performance of business education students academic performance in the department of vocational and technical education, University of Benin, Edo State under it, the conceptual frame work of the study following the summary was made:

In the field of education, e – learning helps students and teachers enjoy flexibility, access and convenience in courses that can be taken and delivered from any location. Teachers and students can travel while participating in volume courses.

E – learning helps in interaction and engagement and this can be seen from all class participant and not only the few who are comfortable raising their hands. Teachers or faulty members often report that students tend to write better by the end of an online course and they were capable of more meaningful discussion on course and they cab reflect prior to writing a response. Successful online or e – learning programs can also lead to increased satisfaction, higer retention and enrollment for students who are able to satisfy requirements and pursue interest from human or while travelling or pursuing other opportunities.

E – learning technology expounds access and extends reach to global people or audiences. E – learning enables a more active environment for campus teaching, as well as a possibility of mixed or herbal courses.

It also contribute to another teaching tool and platform to the ongoing development of rigorous, resource based undergraduate and graduate education, while allowing for students and faculty flexibility and experimentation and positions.

Some of the challenges of e – learning is that teachers often need to rethink their course design and use different strategies for teaching, engagement and twice per week, an online course is open 24 hours a day, 7 days a week and learning happen continually. In the asynchronous environment.

It is challenging to build a comfortable environment for learning or a sense of community in the online environment. It will be important to think about ways that student and teachers can get to know each other and stay connected.

Student who are new to the online environment or who have lower motivation and drive may fall behind or get confused. Creating a structure for the class and clearly communicating deadlines and due dates for assignments can help to overcome this challenge.

Although it is not necessary to have advanced technical skills, it is important to feel comfortable using a computer and navigating internet. Slow connections can also make accessing course platforms and materials frustrating.

CHAPTER THREE

METHODOLOGY

This chapter deals with procedure to be used for the study. It will be discussed under the following sub-headings;

- . Design of the study
- . Population
- . Sample and Sampling Technique
- . Instrumentation
- . Validity of the Instrument
- . Reliability of the instrument
- . Method of Data Collection
- . Method of Data Analysis

Design of the Study

The study adopted descriptive survey design. This study as it aimed at collecting data from a subset of the total population who are considered representative enough. It is considered with the use of sociological investigation that uses question based or statistical surveys to collect information about how people think and act (Gryna 2001). It is also concerned with the objective descriptive of phenomenon, determination of process that is on-going and emerging trends. The design was considered suitable for this study because it makes it possible to select a representative sample from which the data were collected. Omoroguwa (2000) opined that survey research is advantageous as conclusion are generalised to a large population.

Population of the Study

The targeted population for the study consists of the 200 and 300 level business education students in the department of vocational and technical education from the University of Benin, Edo. The population of the study consists of a total of 251 business students, (99) business education student from 200 level and (152) from 300 level who is from the department of vocational and technical education.

Sample and Sampling Technique

The sample size for the study will be 100 business education students in 200 and 300 level. Simple random sampling technique will be used to select forty percent (40%) from 200 and 300 level respectively. 200 level 99, 300 level 152.

Instrumentation

The research instrument that was used for collection of data is a set of structured questionnaire. Items in the questionnaire was arranged and we're constructed in such a way that they conform and RSS relate to the title. "The influence of e-learning technologies on academic performance of business education students ". The questionnaire is divided into two sections; Section A and B.

SECTION A: This consist of a demographic information of the respondents.

SECTION B: This consist of 20 items that will address four (4) research question raised. Responses will be rated on a 4- point rating scale ranging from strongly agree

(4),agree(3),strongly disagree(2),disagree (1) was used for research question 1,2,3 &4. The respondents were expected to tick against their choice of observation as regarded the assessment of the influence of e-learning technologies on academic performance of business education students performance.

Validity of the Instrument

The instrument for data collection was subjected to face validity by the research supervisor and two other experts from measurement and evaluation and office technology and management studies in the Faculty Of Business Education, University of Benin, Edo. The connection made were appropriately effected with undoubtedly improved the quality of the questionnaire.

Reliability of the Instrument

In other to determine the reliability of the instrument test re-test method of reliability was used. The structured questionnaire was administered twice within an interval of 2 weeks on 20 respondents who are not included in the main sample used for the study, after which the Pearson's Product Moment Correlation Formula was used to determine the reliability and the Co-efficient value of 0.86 was obtained which indicated that the instrument is highly reliable.

Method of Data Collection

The researcher administered the questionnaire with 5(five) designated persons who were trained as research assistants and were specifically coached on the manner in which the instrument was to be administered. A total of 100 questionnaire were used for data collection. The researcher used on the spot delivery and retrieval approach to enhance high returns of the instrument.

Method of Data Analysis

The data were analyzed using simple frequencies and percentages. Tables were used to present the frequencies and corresponding percentages were worked out on them to have a set of interpretable data. Thus method help to eradicate clumsiness and put in proper perspective in the findings of the study.

Limitation of Methodology

Reasonable method and materials for the research on the topic "Influence of e-learning technologies on academic performance of business education students" are not at the researchers disposal. This work is limited to questionnaires, the questionnaires are simple and direct such that they need no further explanation, they will be self-explanatory. Small spaces were provided for the respondent to fill in either Agree or Disagree. To secure respondent fear of exposure of their data, an instruction assuring them of confidentiality such as "your response will be in strict confidence and used for academic purpose only" will be inscribed. As such no space for name will be provided.

CHAPTER FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

Data Analysis

This chapter presents the analysis of data and discussion of the results of the study. It is presented in line with the research questions stated in chapter one and they are;

1. To what extent do prior computer skills play in academic performance?
2. What are the challenges that face the use of e-learning technologies?
3. To what extent do the level of engagement (hour spent online /offline) in the e-learning process affect academic achievement?
4. Are there ways to curb business education students' addiction towards e-learning technologies?

This chapter deals with the analysis of data, presentation of results and discussion of the finding the mean (\bar{X}) and standard deviation (SD) as statistical tools

Demographic Data

Table 1: Percentage distribution of prior computer skills play in academic performance

Sex	Frequency	Percentage	Valid Percent	Cumulative Percent
Male	38	38.0	38.0	38.0
Female	62	62.0	62.0	100.0
Total	100	100	100	

The above table shows percentage and frequency distribution of sex of respondents. Male respondents are 38 and have 38% while female respondents are 62 with 62%.

Table 2: challenges that face the use of e-learning technologies

Level	Frequency	Percent	Valid Percent	Cumulative percent
200	63	63.0	63.0	63.0
300	37	37.0	37.0	100.0
Total	100	100	100	

The above table shows percentage and frequency distribution of the level of respondents. there are 50 two hundred level students percentage of 50% and there are 50 300 hundred level student with the percentage of 50%.

Table 3: Percentage distribution of level of engagement (online/offline) in the e-learning process

Options	200	300	Percentage	Valid Percent	Cumulative percent
Accounting	37	25	62.0	62.0	62.0
OTM	25	13	38.0	38.0	38.0
Total	62	38	100	100	

The above table shows percentage and frequency distribution of the different course area under business education of the respondents. there are 37 accounting Education students and 25 Office

Technology and Management students in 30@ges in the implementation of the use of e-learning technologies in business education students

Table 4: Ways to curb students addiction towards e-learning technologies

S/N	items	mean	SD	decision
16	Imposing limit on the Amount of time spent On the internet curb Addiction	3.06	.776	Agreed
17	Avoid aimless browsing and give your time towards e-learning as a purpose	3.19	.898	Agreed
18	Creation of new pastime by setting aside reading time	3.04	.898	Agreed
19	Create project for yourself curb business education students addiction towards e-learning technologies	2.65	.845	Agreed
20.	Limitation of the cause of e-learning technologies at resting time or bed time	2.28	.889	Disagreed
Mean Score		3.10		Agreed

Table 5 shows that items 16 – 18 have mean scored of 3.10 while items 19-20 have a mean score of 2.47 which is below the decision point of 3.10. this indicate that the respondents agreed that the listed items are the strategies for curbing business education students addictions towards e-learning technologies giving students enough assignment to internet connection in items 19 and 20 respectively.

DISCUSSION OF FINDINGS

The finding from the analysis of the responses in research question 1 indicates that students responses agreed with the skills computer play in academic performance of the business education student. This shows that business education student of University of Benin, Benin City, Edo State have the need for e-learning technologies. This is in support of the findings study carried out by Chris (2010) revealed that most students in University of Benin needs prior computer skills due to the fact that they have major issues to deal with a solving paramount problems in a faculty like business education. He said that e-learning must find a relevant place in this country since it will help to solve education problems, online work and trading most students in University of Benin has alighted poor network connections in school environment and this is a major challenge due to the fact that some areas around the school has bad network connections.

The findings from this analysis of the responses in research question 2 indicate that students responses agree with the challenges that face the use of e-learning technologies in business education student. The implication of this is that business education students of University of Benin has challenges in the use of e-learning technologies and there is bad network connection which we delay the flow of acquisition of knowledge of students. Another issue agreed by most respondent is the issue of slow internet speed, most time in school

environment when you have the ability to access internet connection getting information online becomes a problem because it takes time to open a page and this we reduce the moral of the student to read. The network is so slow that it takes minutes to download PDF files that can be forgotten in seconds if the network is fast. Despite agreeing to the items that are the challenges of implementing e-learning technologies, respondents said insufficient of mobile devices to access internet are one of the challenges faced by them.

The findings from the analysis of the responses in research question 3 indicate that student agreed to the level of engagement (hours spent online/offline) in e-learning process affect academic performance. These indicate that e-learning improve students academic performance. This is in line with Aghazamani, A. (2010) which revealed that students use e-learning technologies in sharing education materials and discussing examination questions. He also revealed that student make use of these technologies for sharing ideas, and exchange of examination questions. Also, “the ability to explore and unasked question inside a less formal atmosphere getting a strong voice through web technology and getting a location to go over issues within an open, public format are other provision for e-learning technologies” (Al-Rahmi et al., 2014; Kirkup, 2010). In effect, the e-learning technologies provide students with a level of engagement to exchange ideas, examination questions etc. Salvation and Adzharudd in (2014) conclude that students are able to formulate group discussion to exchange ideas and communicate to their teachers as well as appeal to their friends about assignment online. Business education students in 200 level and 300 levels has e-learning tools which they can use to poste assignment and past questions for students who cannot get hard copy and that point in time and this has really help improved their reading rate and it has showed on their academic performance.

The findings from the analysis for the responses in research question 4 indicate that student agree to the different ways to curb students addiction towards e-learning technologies. This is a support of Oye, Mahamat and Rahim (2012), in Malaysia, revealed that most student unconsciously get addicted to the use of e-learning technologies and get obsessed with them. The participant indicated that they always intended to spent few minute but always end up spending hours surfing and updating profiles as well as viewing photos. They also said that the increasing rate of addiction per students make them not to listen during lecture since they are chatting or playing online games to waste away time. Most respondent agreed that educational workshop or how bad internet addiction is to student should be organized as this we in a long way help the students reduce internet addiction among business education students. Despite student agreeing on different ways to curb addiction e-learning technologies, they do not want situation in which lecturers we give them enough assignment that will take up their time.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATION

This chapter is discussed under the following sub – headings:

- Summary
- Conclusion
- Recommendation
- Suggestion for further study

Summary

The purpose of this study was to determine the extent of the effect of e-learning technologies on the academic performance of business education students in University of Benin. The population of the study consists of 251 business education students in 200level and 300level in the University of Benin.

In order to effectively carry out this research work, four research questions were raised to guide the study.

The instrument for data collection used was the questionnaires. A total number of 100 copies were administered to respondents and used for the analysis of this research work. The analysis was based on mean and standard deviation.

The findings of this study clearly shown that e-learning technologies play computer skills on business education students academic performance, but numerous challenges were experienced by students in the implementation of the use of online tools, poor network connection in school environment slow internet speed, lac of internet access, funds are insufficient to purchase data for browsing, frequent power outage. There is no doubt that if all

this challenges were corrected it would boost the students academic performance even more than before.

The findings also revealed ways that can help to curb business education addictions toward e-learning technologies; some include organizing educational workshop on how bad internet addiction is to students, limit the number of social network you use to only those relevant to academic use, set a timer when browsing, schedule your use of social media.

The finding also revealed that most business education students use e-learning in their academic work. They include hours spent online or offline to do their assignment and project work, share academic information with their friends, keeping track of new innovations relating to education in the institute, use e-learning technologies to take part in learning relating to educational activities.

Conclusion

The analysis of the data in this study has led to certain findings from which the following useful conclusions were drawn:

The study has revealed that despite the benefits that come with the participation of students on e-learning technologies, it could impact negatively on their academic performance if not used properly. A lot of benefits abound in the use of e-learning technologies such as sharing information and ideas, improving reading skills etc. despite the benefits that comes with the participation of students on e-learning technologies, its misuse could lead to addiction and affect the academic life of the student and thereby their performance.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made;

1. School administrators should advised students during orientation of the dangers of addiction on e-learning technologies. They should be introduced to sites that can add values to their academic work and research.
2. Students, especially those willing to record huge academic success should not rely only on class note but guide themselves by using online academic materials relevant to their course together with their class note to read as this will improve learning.
3. Both governments, communities, school administrators should ensure to help reduce the challenges faced by the students in the implementation of e-learning technologies by funding of the facilities necessary in the e-learning technologies in the school environment.
4. Students with phones having internet facility should be encouraged to either use it to supplement their research in the library rather than the usual chatting with friends all the time
5. The government should consider the possibility of evolving a policy on teenagers exposure to social media that is access to e-learning technologies should varies according to age and educational level before the students can access it.

Suggestion for further study

This study was limited to University of Benin, Benin City, Edo State. The study can as well be extended to other colleges in Edo State using a larger sample size. Studies could be conducted on the

- ❖ Influence of e-learning technologies on student academic performance across gender lines.
- ❖ The importance of e-learning technologies on the student life in general.
- ❖ Use of social media and its impact on academic performance of tertiary institution students in Nigeria.
- ❖ The use of e-learning technologies in education, challenges and opportunities.
- ❖ The role of e-learning technologies on students learning experiences

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