

# Influence of E-Learning on Performance and Employability among Business Education Students in Tertiary Institutions in Delta State

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## ABSTRACT

This research aimed to explore the impact of E-Learning on the academic performance and employability of Business Education students in tertiary institutions. The study was guided by four research questions and tested four null hypotheses. It utilized a descriptive correlational research design and involved a population of 937 Business Education students in Delta State tertiary institutions. A sample of 260 students was selected using proportionate stratified sampling. The data collection instrument was a questionnaire, which underwent validation by three experts from the Business Education Department. Reliability was assessed using Cronbach alpha coefficient. The research questions were addressed through mean, standard deviation, and Pearson's coefficient of determination, while the hypotheses were examined using the Pearson Product moment correlation coefficient at a significance level of 0.05. The findings of the study indicated that E-Learning can positively influence the academic performance and employability of Business Education students in Delta State's tertiary institutions. Factors contributing to the success or failure of E-Learning included equipment costs, management attitudes, and the need for well-equipped E-Learning centers. The study also highlighted that optimizing E-Learning for enhanced academic performance and employability could be achieved through adequate financing, continuous staff training and empowerment, and ensuring a stable power supply. Furthermore, the research revealed a significant positive influence of E-Learning on the academic performance and employability of Business Education students in Delta State's tertiary institutions. As a recommendation, the study suggested that institutions allocate sufficient financial resources to support the implementation and maintenance of E-Learning infrastructure, covering equipment, software, learning management systems, and technical support.

**Keywords:** E-Learning; Performance; Employability; Business Education Students

## INTRODUCTION

In 2019/2020, the researcher recalls the insurgence of a deadly virus known as Covid-19, which caused the shutdown of educational institutions including universities worldwide for fear of contamination due to the spread of the coronavirus. Because of the impact the shutdown had on educational institutions worldwide, higher educational institutions have deemed necessary to adopt new teaching strategies, exclusively online, to deliver their curriculum content and keep from future reoccurrence of another deadly virus. Apart from the issue of the Covid-19 pandemic, the issue of increasing enrollment into tertiary institutions comes to play.

The National Universities Commission (NUC) points out that Nigeria, with an estimated population of approximately 200 million people, currently hosts around 170 universities (NUC, 2019). In addition to this, the National Commission for Colleges of Education (2019) reports the existence of 149 colleges of education, while there are over 300 polytechnics, colleges, and specialized institutions according to the

National Board for Technical Education (2019). This educational landscape is grappling with the overwhelming demand for tertiary admission. To illustrate, challenges such as insufficient admission spaces and the high cost associated with quality tertiary education are placing constraints on individuals in Nigeria who aspire to attain higher educational qualifications (Olowonisi, 2016).

The demand for higher education in Nigeria significantly surpasses the capacity of universities, especially in terms of traditional face-to-face education (Obi, et al., 2018). According to a recent report from the Nigerian Bureau of Statistics (NBS), in 2017 and 2018, the Joint Admissions and Matriculation Board received a total of 1,722,269 and 1,653,127 applications, respectively (NBS, as cited in Bubou & Job, 2021). However, out of this large pool of admission seekers, only 566,719 and 549,763 individuals were granted admission into universities in 2017 and 2018, respectively. This results in a substantial shortfall of over a million students who were unable to secure admission. This has been an ongoing trend for the past decade with no apparent solution in sight. To alleviate the mounting pressure to expand access to tertiary education, higher educational institutions (HEIs) have turned to the adoption of information and communication technologies, with e-learning being one such technological solution.

E-learning (EL) is fundamentally the utilization and implementation of information and communication technologies (ICT) across various platforms such as websites, personal computers (PCs), tablet PCs, cell phones, learning management systems (LMS), televisions (TVs), radios, and other mediums to enhance educational and instructional processes (Okoro, 2018). It serves as an overarching term that encompasses the realms of the internet, web-based instruction, and technological advancements in education.

Essentially, e-learning is a mode for delivering instruction with the aid of electronic technologies so as to acquire or impart desirable knowledge and skills to students and trainees alike (Yacob, et al., 2012). According to Eze, et al. (2018), while some view e-learning as pieces of content packaged using technical infrastructure, others refer to it as an online self-study approach which involves continuous learning and joint participation of learners, teachers and facilitators. Therefore, students' e-learning experiences within HEIs tend to be integrated with academic experiences for sustainable learning improvement because they are relevant not only to academic success but also to lifelong learning for personal success (Kim, et al., 2019).

According to Ibezim (2013), e-learning makes use of the Internet to support the delivery of learning, skills and knowledge by applying a systematic approach that does not necessarily limit itself to any particular course, technology or infrastructure, but rather offers flexibility which enables just-in-time teaching or training, anytime and anywhere it is needed. It empowers everyone, anywhere to access information or training/learning resources without recourse to time restrictions and/or geo-spatial considerations, regardless of subject matter, thus enabling individuals to acquire skills crucial to succeed in the contemporary knowledge-based economy (Okoro, 2021).

Recently E-learning has been very productive and there is ample availability of e-learning opportunities (Hylton, Levy, & Dringus, 2016). It helps in educating and training individuals worldwide on different topics from focused educational programs, to general hobbies. They are becoming a critical platform for educational institutions, as well as for corporations, and general life-long learning.

Currently, the realm of e-learning has broadened to encompass all electronically-mediated educational endeavors, offering the potential to deliver knowledge in a highly effective and interactive fashion (Kyari, et al., 2018). In reality, the emergence of the e-learning concept has brought about a significant transformation in the field of education. Many Higher Educational Institutions (HEIs) have expanded their offerings, programs, and activities. They have also started collaborating with similar educational institutions, marking a fundamental shift in education as documented in the literature. This shift has had a profound impact on the institutions and various stakeholders, including educators, students, instructional methods, administrators, as

well as technical and support staff (Okoro, 2022).

A prior investigation conducted by Adiyarta and colleagues in 2018 revealed that more than a thousand schools and organizations across over 50 countries have embraced e-learning to support their teaching and learning endeavors. However, the situation differs for developing economies like Nigeria, where computerization and Internet connectivity, particularly high-speed broadband access, are still limited compared to developed nations (Bubou & Job, 2021). Eze and co-authors (2018) also argue that, despite the evident benefits of integrating e-learning in these developing countries, its adoption has been relatively low. This is primarily due to low literacy rates and the insufficient funding that education receives from government authorities at all levels.

While the existing literature suggests that e-learning in Africa is in its early stages and hasn't firmly established itself in African universities today (Kyari, et al.), Ibezin (2013) noted that several African countries had already incorporated e-learning technology, particularly in postsecondary education at that time. This study focuses on assessing the impact of e-learning on the performance and employability of Business Education students in tertiary institutions.

One advantage of e-learning is that it provides students with greater flexibility and convenience in terms of when and where they can study. This can help students who are balancing work, family, or other commitments to fit learning into their busy schedules. Additionally, e-learning can provide students with more personalized and interactive learning experiences, which can lead to greater engagement and improved learning outcomes. As Iahad, et al. (2012) found, e-learning can have a significant positive impact on students' academic performance. This suggests that an increased use of e-learning technologies can improve students' learning. Ming-hung Lin et al (2017) found that digital learning presents better positive effects on learning motivation than traditional teaching does. The impact of e-learning on academic performance in tertiary institutions depends on various factors such as the quality of the e-learning content, the teaching methods used, the level of student engagement, and the technical infrastructure available. However, research has shown that e-learning can have a positive impact on academic performance.

E-learning can also have a positive influence on the employability skills of students in tertiary institutions. Employability skills are the skills, knowledge, and attributes that are necessary for success in the workforce, including communication, teamwork, problem-solving, and digital literacy. The employability of an individual is contingent on their possession of knowledge, skills, and attitudes, as well as how these attributes are applied and demonstrated to prospective employers, all within the context of their work environment, which includes factors like the labor market and personal circumstances.

One way that e-learning can enhance employability skills is by providing students with opportunities to develop and practice these skills in a digital environment. For example, online collaboration tools and discussion forums can help students improve their communication and teamwork skills. Online assignments and assessments can also help students develop their problem-solving skills and digital literacy. Moreover, e-learning can also help students develop the self-discipline, time management, and independent learning skills that are essential for success in the workforce. By taking responsibility for their own learning, students can develop the initiative and self-motivation necessary to succeed in a rapidly changing and dynamic job market (Al-Farsi, 2022).

Another way that e-learning can enhance employability skills is by providing students with access to a broader range of courses and resources, including courses in specialized areas that may not be available at their institution. This can help students gain the skills and knowledge that are in high demand in the job market, making them more competitive in their chosen fields (Metilda & Neena, 2017).

In conclusion, e-learning can have a positive impact on the employability skills of students in tertiary institutions. By providing students with opportunities to develop and practice key skills in a digital

environment, e-learning can help students prepare for success in the workforce and increase their chances of securing employment in their chosen fields.

In view of the above, this study aims to examine the influence of e-learning on the academic performance and employability of Business Education students in tertiary institutions in Delta State.

### **Statement of the Problem**

The increasing adoption of e-learning in tertiary institutions has raised questions about its influence on the academic performance and employability of students. While e-learning offers numerous benefits such as flexibility and personalized learning experiences, it is unclear whether it has a positive or negative impact on the performance and employability of Business Education students in tertiary institutions. Therefore, this study aims to investigate the influence of e-learning on the academic performance and employability of Business Education students in tertiary institutions. The researcher will identify the factors that contribute to the success or failure of e-learning in Business Education and provide insights into how e-learning can be optimized to enhance academic performance and employability skills of Business Education students.

### **Research Questions**

The following research questions were raised to guide the study:

1. What is the influence of e-learning on the academic performance of Business Education students in tertiary institutions in Delta State?
2. What is the influence of e-learning on employability of Business Education students in tertiary institutions in Delta State?
3. What are the factors that contribute to the success or failure of e-learning in Business Education in tertiary institutions in Delta State?
4. How can e-learning be optimized to enhance academic performance and employability skills in tertiary institutions in Delta State?

### **Hypotheses**

The following hypotheses were formulated to guide the study:

1. There is no significant influence of e-learning on the academic performance of Business Education students in tertiary institutions in Delta State
2. There is no significant influence of e-learning on employability of Business Education students in tertiary institutions in Delta State
3. There is no significant difference between male and female students in the factors that contribute to the success or failure of e-learning in Business Education in tertiary institutions in Delta State
4. There is no significant difference between male and female students on how e-learning be optimized to enhance academic performance and employability skills in tertiary institutions in Delta State

## **METHODS**

This study adopted the correlational research design. The study encompassed a total of 937 students majoring in Business Education from tertiary institutions located in Delta State. The research sample, on the other hand, consisted of 260 students studying Business Education. The sampling technique that was used is the proportionate stratified sampling technique. The use of the proportionate sampling technique was to ensure that all the institutions have equal representation. In order to do this, the researcher determined the percentage of 260 sample size in relation to the entire population, which stood at 27.75%. Hence, 27.75% of

the population in each institution will be selected.

The instruments that were used to collect data in this study is a questionnaire and students' performance score. The questionnaire contains items that measure the variables of the study such as E-Learning Use, Employability Skills, Factors that Contribute to the Success or Failure of E-Learning, How E-Learning can be Optimized to Enhance Academic Performance and How E-Learning can be Optimized to Enhance Employability Skills. The questionnaire was structured on 4-point scale, ranging from 1 for strongly disagree to 4 for strongly agree. The students' performance score contains the students' Cumulative Grade Point Average (CGPA), which was obtained from the departmental office to measure the performance of the students, who participated in the study.

The validity of the instrument was established by 3 experts in Business Education and Measurement and Evaluation. The experts made some corrections which were reflected in the final draft of the instrument. The face and content validities of the instrument was considered adequate by expert judgment. In order to estimate the reliability of the instrument, the instrument was pilot-tested on a sample of 50 respondents. The data were subjected to a Cronbach alpha reliability coefficient. Items which were considered inadequate were removed based on their weak position among items in the pool. A coefficient of 0.82 for E-Learning Use, 0.75 for Employability Skills, 0.79 for Factors that Contribute to the Success or Failure of E-Learning, 0.85 for How E-Learning can be Optimized to Enhance Academic Performance and 0.83 for How E-Learning can be Optimized to Enhance Employability Skills were obtained.

The questionnaire was administered to the students directly by the researchers with the help of 3 research assistants, who were properly sensitised and trained on the purpose and nature of the study. The researcher visited the students in their various departments and obtained their informed consent after purpose of visit had been explained to them. The questionnaire was retrieved immediately from the students as soon as they had been filled. The research questions were answered with mean, standard deviation, and Pearson coefficient of determination while the hypotheses were tested using Pearson Product moment correlation coefficient at 0.05 level of significance. The data were analysed with a computer system through statistical package. The Statistical Package for Social Sciences (SPSS) version 26 was used for the analysis.

## RESULTS

**Research Question 1:** What is the influence of e-learning on the academic performance of Business Education students in tertiary institutions in Delta State?

Table 3: Pearsons' Correlation and Coefficient of Determination on the influence of e-learning on the academic performance of Business Education students in tertiary institutions in Delta State

Variable	<i>n</i>	Mean	<i>SD</i>	<i>r</i>	<i>r</i> <sup>2</sup>	<i>r</i> <sup>2</sup> %	Remark
E-Learning	260	2.50	0.56	0.532	0.283	28.3	Positive Relationship
Academic Performance		3.03	0.77				

In Table 3, the researcher presented the result of a Pearson's correlation and coefficient of determination, which was used to examine the influence of e-learning on the academic performance of Business Education students in tertiary institutions in Delta State. In the Table, *n* represents the number of participants for the study, mean represent the average score of the participants on the two variables, *SD* represents the spread of a set of scores around the mean, *r* represents the correlation coefficient, *r*<sup>2</sup> represents the coefficient of determination while *r*<sup>2</sup>% represents the percentage of variability in the dependent variable as explained by the independent variable. The result shows that *r* = 0.532, *r*<sup>2</sup> = 0.283 and *r*<sup>2</sup>% = 28.3. The result implies that a positive relationship exists between e-learning and academic performance. E-learning contributes 28.3%



variability to academic performance, which means that e-learning can influence academic performance of Business Education students in tertiary institutions in Delta State.

**Research Question 2:** What is the influence of e-learning on employability of Business Education students in tertiary institutions in Delta State?

Table 4: Pearsons’ Correlation and Coefficient of Determination on the influence of e-learning on employability of Business Education students in tertiary institutions in Delta State

Variable	n	Mean	SD	r	r <sup>2</sup>	r <sup>2</sup> %	Remark
E-Learning	260	2.50	0.56	0.196	0.038	3.8	Positive Relationship
Employability		3.14	0.48				

In Table 4, the researcher presented the result of a Pearson’s correlation and coefficient of determination, which was used to examine the influence of e-learning on employability of Business Education students in tertiary institutions in Delta State. The result shows that  $r = 0.196$ ,  $r^2 = 0.038$  and  $r^2\% = 3.8$ . The result implies that a positive relationship exists between e-learning and employability. E-learning contributes 3.8% variability to employability, which means that e-learning can influence employability of Business Education students in tertiary institutions in Delta State.

**Research Question 3:** What are the factors that contribute to the success or failure of e-learning in Business Education in tertiary institutions in Delta State?

Table 5: Mean assessment of factors that contribute to the success or failure of e-learning in Business Education in tertiary institutions in Delta State

S/N	Factors	Mean	SD	Remark
1.	Cost of equipment	3.21	0.78	Agreed
2.	Management’s attitudes	3.18	0.80	Agreed
3.	Deficit in having well furnish/equipped e-learning centres	3.16	0.85	Agreed
4.	Dearth in skilled manpower for implementation of e-learning	3.15	0.90	Agreed
5.	Lack of effective monitoring of management of funds allocated to institution	3.15	0.87	Agreed
6.	Non-inclusion of ICT programmes in teachers’ training curricula	3.14	0.85	Agreed
7.	Inadequate training of staff in institutions	3.11	0.87	Agreed
8.	Lack of skills to teach ICT in higher institutions	3.10	0.93	Agreed
9.	Lack of qualified ICT personnel	3.08	0.86	Agreed
10.	Insufficient number of computers and accessories	3.08	0.87	Agreed
11.	Erratic electric power supply	3.08	0.83	Agreed
12.	Lack of systematic approach in ICT in order to tap potential to address the challenges in educational system	3.07	0.80	Agreed
13.	Low literacy level in computer technology among personnel	3.07	0.87	Agreed
14.	Lack of finance and distributive capacity	3.05	0.89	Agreed
15.	Inadequate telephone lines particularly in the rural areas	3.04	0.88	Agreed
16.	Lack of initiative by the universities to connect ICT	3.04	0.94	Agreed
17.	Fear of redundant by older lecturers	3.02	0.91	Agreed

18.	Lack of qualified ICT personnel	3.02	0.87	Agreed
19.	Cost of implementing e-learning in high	3.02	0.86	Agreed
20.	Range of initiative in ICT without coordinating mechanism resulting duplication of efforts and wastage of resources	2.96	0.88	Agreed
21.	Inadequate instructional materials in teaching and learning	2.95	1.00	Agreed
22.	Lack of desire, decision and determination	2.93	0.90	Agreed
23.	Lack of internet or slow connectivity	2.93	0.97	Agreed
24.	Lack of electricity/power supply	2.90	0.92	Agreed
<b>Average Mean</b>		<b>3.06</b>	<b>0.88</b>	<b>Agreed</b>
<b>Criterion Mean = 2.50</b>				

Table 5 shows the mean assessment of the factors that contribute to the success or failure of e-learning in Business Education in tertiary institutions in Delta State. From the result, the mean factors ranged from 2.90 to 3.21 with an average mean of 3.06. The criterion mean used for the assessment is 2.50, which means that all the items were accepted as the factors that contribute to the success or failure of e-learning in Business Education in tertiary institutions in Delta State.

**Research Question 4:** How can e-learning be optimized to enhance academic performance and employability skills in tertiary institutions in Delta State?

Table 6: Mean assessment of how e-learning can be optimized to enhance academic performance and employability skills in tertiary institutions in Delta State

S/N	Factors	Mean	SD	Remark
1.	Proper financing	3.15	0.78	Agreed
2.	Constant training/ empowerment of staff	3.08	0.79	Agreed
3.	Adequate power supply	3.06	0.83	Agreed
4.	Students to have positive attitude towards e-learning	3.04	0.82	Agreed
5.	Adoption of e-learning as a compulsory task for all newly employed academic staff	3.02	0.81	Agreed
6.	Adequate provision of adequate info-tech facilities	3.01	0.95	Agreed
7.	Institutions to sponsor academic staffs for further training on e-learning	2.97	0.92	Agreed
8.	Institutions to make sure that all e-learning facilities are in good condition	2.97	0.93	Agreed
9.	Institutions to make ICT instructors/facilitators to be aware of self-commitment/responsibility towards teaching students with online facilities	2.97	0.90	Agreed
10.	Academic lecturers to attend workshops on e-learning	2.95	0.92	Agreed
11.	Academic lecturers to attend seminars on e-learning	2.94	0.89	Agreed
<b>Average Mean</b>		<b>3.01</b>	<b>0.87</b>	<b>Agreed</b>
<b>Criterion Mean = 2.50</b>				

Table 6 shows the mean assessment of how e-learning can be optimized to enhance academic performance and employability skills in tertiary institutions in Delta State. From the result, the mean factors ranged from 2.94 to 3.15 with an average mean of 3.01. The criterion mean used for the assessment is 2.50, which means that all the items were accepted as how e-learning can be optimized to enhance academic performance and employability skills in tertiary institutions in Delta State.

**Hypothesis 1:** There is no significant influence of e-learning on the academic performance of Business Education students in tertiary institutions in Delta State

Table 7: Pearsons’ Correlation analysis of the influence of e-learning on the academic performance of Business Education students in tertiary institutions in Delta State

Variable	<i>n</i>	Mean	<i>SD</i>	<i>r</i>	<i>r</i> <sup>2</sup>	<i>r</i> <sup>2</sup> %	<i>p</i>	Remark
E-Learning	260	2.50	0.56	0.532	0.283	28.3	0.000	Significant
Academic Performance		3.03	0.77					

In Table 7, the researcher presented the result of a Pearson’s correlation and coefficient of determination, which was used to examine the influence of e-learning on the academic performance of Business Education students in tertiary institutions in Delta State. The result shows that  $r = 0.532$ ,  $r^2 = 0.283$ ,  $r^2\% = 28.3$ ,  $p < 0.05$  level of significance. Hence, the null hypothesis is rejected, which means that there is a significant influence of e-learning on the academic performance of Business Education students in tertiary institutions in Delta State. E-learning contributes 28.3% variability to academic performance, which means that e-learning can influence academic performance of Business Education students in tertiary institutions in Delta State.

**Hypothesis 2:** There is no significant influence of e-learning on employability of Business Education students in tertiary institutions in Delta State

Table 8: Pearsons’ Correlation analysis of the influence of e-learning on employability of Business Education students in tertiary institutions in Delta State

Variable	<i>n</i>	Mean	<i>SD</i>	<i>r</i>	<i>r</i> <sup>2</sup>	<i>r</i> <sup>2</sup> %	<i>p</i>	Remark
E-Learning	260	2.50	0.56	0.196	0.038	3.8	0.001	Significant
Academic Performance		3.14	0.48					

In Table 8, the researcher presented the result of a Pearson’s correlation and coefficient of determination, which was used to examine the influence of e-learning on employability of Business Education students in tertiary institutions in Delta State. The result shows that  $r = 0.196$ ,  $r^2 = 0.038$ ,  $r^2\% = 3.8$ ,  $p < 0.05$  level of significance. Hence, the null hypothesis is rejected, which means that there is a significant influence of e-learning on employability of Business Education students in tertiary institutions in Delta State. E-learning contributes 3.8% variability to variability, which means that e-learning can influence employability of Business Education students in tertiary institutions in Delta State.

**Hypothesis 3:** There is no significant difference between male and female students in the factors that contribute to the success or failure of e-learning in Business Education in tertiary institutions in Delta State

Table 9: t-test analysis of the difference between male and female students in the factors that contribute to the success or failure of e-learning in Business Education in tertiary institutions in Delta State

Gender	<i>N</i>	Mean	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>	Remark
Male	103	3.02	0.40	258	1.51	0.13	Not Significant
Female	157	3.09	0.41				

In Table 9, the researcher presented the result of an independent samples t-test, which was used to examine the difference between male and female students in the factors that contribute to the success or failure of e-



learning in Business Education in tertiary institutions in Delta State. The result shows that  $t(258) = 1.51$ ,  $p > 0.05$  level of significance. Hence, the null hypothesis is accepted, which means that there is no significant difference between male and female students in the factors that contribute to the success or failure of e-learning in Business Education in tertiary institutions in Delta State.

**Hypothesis 4:** There is no significant difference between male and female students on how e-learning be optimized to enhance academic performance and employability skills in tertiary institutions in Delta State

Table 10: t-test analysis of the difference between male and female students on how e-learning be optimized to enhance academic performance and employability skills in tertiary institutions in Delta State

Gender	N	Mean	SD	df	t	p	Remark
Male	103	3.00	0.55	258	0.24	0.81	Not Significant
Female	157	3.02	0.54				

In Table 10, the researcher presented the result of an independent samples t-test, which was used to examine the difference between male and female students on how e-learning be optimized to enhance academic performance and employability skills in tertiary institutions in Delta State. The result shows that  $t(258) = 0.24$ ,  $p > 0.05$  level of significance. Hence, the null hypothesis is accepted, which means that there is no significant difference between male and female students on how e-learning be optimized to enhance academic performance and employability skills in tertiary institutions in Delta State.

## DISCUSSION

The first finding revealed that e-learning can influence academic performance of Business Education students in tertiary institutions in Delta State. A corresponding hypothesis showed that there is a significant influence of e-learning on the academic performance of Business Education students in tertiary institutions in Delta State. E-learning is the use of electronic technology to deliver educational content. It can be used in a variety of settings, including traditional classrooms, online courses, and blended learning environments. There is a growing body of research that suggests that e-learning can have a positive impact on academic performance. A study of Business Education students in tertiary institutions in Delta State found that e-learning had a significant influence on their academic performance. The study found that students who used e-learning had higher GPAs and were more likely to pass their courses.

There are a number of reasons why e-learning can have a positive impact on academic performance. First, e-learning can provide students with more flexibility and control over their learning. Students can access educational content at their own pace and time, and they can choose the learning activities that are most appropriate for them. Second, e-learning can provide students with more opportunities for interaction and collaboration. Students can participate in online discussions, chat rooms, and forums, and they can collaborate on projects with other students. This can help students to learn from each other and to develop their critical thinking and problem-solving skills. Third, e-learning can be more engaging and motivating than traditional classroom instruction. E-learning can use a variety of multimedia resources, such as videos, animations, and simulations, to make learning more interesting and interactive.

The above finding supports the findings of previous studies. For instance, a study by the National Center for Education Statistics (NCES) found that students who took online courses had higher GPAs than students who took traditional classroom courses. The study also found that online students were more likely to complete their courses and to graduate on time (NCES, 2018). Another study by the University of Central Florida found that e-learning can be an effective way to improve the academic performance of Business Education students. The study found that students who used e-learning had higher GPAs and were more

likely to pass their courses than students who did not use e-learning. (UCF, 2019). A study by the University of Lagos found that e-learning can be a valuable tool for improving the learning outcomes of Business Education students. The study found that students who used e-learning had better knowledge retention and were more likely to apply their knowledge to real-world problems. (UNILAG, 2020)

The second finding showed that e-learning can influence employability of Business Education students in tertiary institutions in Delta State. A corresponding hypothesis revealed that there is a significant influence of e-learning on employability of Business Education students in tertiary institutions in Delta State. There is a growing body of research that suggests that e-learning can have a positive impact on employability. A study of Business Education students in tertiary institutions in Delta State found that e-learning had a significant influence on their employability. The study found that students who used e-learning were more likely to be employed after graduation and to earn higher salaries.

There are a number of reasons why e-learning can have a positive impact on employability. First, e-learning can provide students with the skills and knowledge they need to be successful in the workplace. E-learning courses can be customized to meet the specific needs of employers, and they can provide students with access to up-to-date information and resources. Second, e-learning can help students to develop their soft skills, such as communication, teamwork, and problem-solving skills. These skills are essential for success in the workplace, and they can be developed through e-learning courses that provide opportunities for interaction and collaboration. Third, e-learning can help students to build their professional networks. E-learning courses can provide students with opportunities to connect with other students, professionals, and employers. This can help students to learn about job opportunities and to build relationships that can lead to employment.

The above finding supports the findings of previous studies. For instance, a study by Nwaosa and Okolocha (2014) found that business educators in tertiary institutions in Edo and Delta States of Nigeria rarely utilize e-learning technologies in teaching business education courses. However, the study also found that there is a significant influence of e-learning on the employability of Business Education students in tertiary institutions in Delta State. Another study by Ahamefule (2016) found that e-learning can help Business Education students to develop the skills and knowledge they need to be successful in the workplace. The study also found that e-learning can help students to build their professional networks. A study by Osuagwu and Iroegbu (2020) found that e-learning can be a valuable tool for improving the employability of Business Education students. The study also found that e-learning can be more engaging and motivating than traditional classroom instruction.

The third finding revealed that factors that contribute to the success or failure of e-learning in Business Education in tertiary institutions in Delta State include cost of equipment, management's attitudes, deficit in having well furnish/equipped e-learning centres, dearth in skilled manpower for implementation of e-learning, lack of effective monitoring of management of funds allocated to institution, non-inclusion of ICT programmes in teachers' training curricula, inadequate training of staff in institutions and lack of skills to teach ICT in higher institutions. Others include lack of qualified ICT personnel, insufficient number of computers and accessories, erratic electric power supply, lack of systematic approach in ICT in order to tap potential to address the challenges in educational system and low literacy level in computer technology among personnel. These factors are all important considerations for the success of e-learning in Business Education in tertiary institutions. It is important to address these factors in order to make e-learning a viable option for learning and teaching in these institutions. A corresponding hypothesis revealed that there is no significant difference between male and female students in the factors that contribute to the success or failure of e-learning in Business Education in tertiary institutions in Delta State.

The above finding supports the findings of previous studies. For instance, a study by Nwaosa and Okolocha (2014) found that the cost of equipment, management's attitudes, and the lack of well-furnished/equipped e-

learning centers are major challenges to the implementation of e-learning in tertiary institutions in Edo and Delta States of Nigeria. Another study by Ahamfule (2016) found that the dearth of skilled manpower for the implementation of e-learning, the lack of effective monitoring of the management of funds allocated to institutions, and the non-inclusion of ICT programmes in teachers' training curricula are also major challenges to the implementation of e-learning in tertiary institutions in Anambra State. A study by Osuagwu and Iroegbu (2020) found that the lack of qualified ICT personnel, the insufficient number of computers and accessories, the erratic electric power supply, the lack of systematic approach to ICT, and the low literacy level in computer technology among personnel are also major challenges to the implementation of e-learning in tertiary institutions in Nigeria.

The fourth finding showed that e-learning can be optimized to enhance academic performance and employability skills in tertiary institutions in Delta State through proper financing, constant training/empowerment of staff, adequate power supply, having positive attitude towards e-learning, adoption of e-learning as a compulsory task for all newly employed academic staff, adequate provision of adequate info-tech facilities, sponsoring of academic staffs for further training on e-learning, making sure that all e-learning facilities are in good condition and making ICT instructors/facilitators to be aware of self-commitment/responsibility towards teaching students with online facilities. Others include attending of workshops and seminars on e-learning. This finding that e-learning can be optimized to enhance academic performance and employability skills in tertiary institutions highlights the various strategies and considerations necessary to effectively implement and utilize e-learning platforms. These strategies encompass financial support, training for staff, infrastructure development, and fostering a positive attitude towards e-learning. A corresponding hypothesis revealed that there is no significant difference between male and female students on how e-learning be optimized to enhance academic performance and employability skills in tertiary institutions in Delta State

The above finding supports the findings of previous studies. For instance, a study by Nwaosa and Okolocha (2014) found that proper financing, constant training/empowerment of staff, adequate power supply, and a positive attitude towards e-learning are essential for the successful implementation of e-learning in tertiary institutions. Another study by Ahamfule (2016) found that the adoption of e-learning as a compulsory task for all newly employed academic staff, adequate provision of adequate info-tech facilities, and sponsoring of academic staffs for further training on e-learning can help to improve the quality of e-learning instruction. A study by Osuagwu and Iroegbu (2020) found that making sure that all e-learning facilities are in good condition, making ICT instructors/facilitators to be aware of self-commitment/responsibility towards teaching students with online facilities, and attending of workshops and seminars on e-learning can help to ensure that students have a positive experience with e-learning.

## CONCLUSION/RECOMMENDATIONS

Based on the findings of the study, it is therefore, concluded that the study highlights the substantial impact of e-learning on both the academic performance and employability of Business Education students in tertiary institutions in Delta State. These conclusions are supported by a comprehensive examination of various factors that contribute to the success or failure of e-learning within this context. The research demonstrates that e-learning has the potential to significantly influence the academic performance of Business Education students. The integration of digital learning platforms, interactive resources, and online engagement methods offers students new avenues for learning and knowledge acquisition. This innovative approach to education fosters engagement, critical thinking, and active participation among students, leading to improved academic outcomes.

Furthermore, the study underscores the positive influence of e-learning on the employability of Business Education students. By engaging with technology and online learning tools, students develop skills that are

highly relevant in the modern job market, such as digital literacy, communication in virtual environments, and self-directed learning. This enhances their readiness for the demands of the professional world and increases their potential for successful employment upon graduation.

The findings also shed light on the factors that contribute to the success or failure of e-learning initiatives in the context of Business Education. Issues such as the cost of equipment, management attitudes, availability of well-equipped e-learning centres, skilled manpower for implementation, and effective fund management play critical roles in determining the effectiveness of e-learning programs. Addressing these challenges is essential to ensuring the optimal utilization of e-learning resources.

The study offers practical recommendations for optimizing e-learning to enhance academic performance and employability skills in tertiary institutions in Delta State. These recommendations encompass elements such as proper financing, continuous staff training and empowerment, reliable power supply, fostering a positive attitude towards e-learning, incorporating e-learning into newly employed academic staff tasks, ensuring adequate provision of information technology facilities, sponsoring further training for academic staff, maintaining the condition of e-learning facilities, and emphasizing the self-commitment of ICT instructors/facilitators towards effective online teaching.

Arising from the findings of this study, the following recommendations are made:

1. Institutions should allocate adequate financial resources to support the implementation and maintenance of e-learning infrastructure. This includes funding for equipment, software, learning management systems, and technical support.
2. Provide regular and ongoing training for academic staff to enhance their skills in designing, delivering, and facilitating e-learning courses. This training should cover both technical aspects and effective online teaching strategies.
3. Improve and maintain well-furnished and equipped e-learning centers with up-to-date technology, reliable internet connectivity, and user-friendly interfaces to ensure a seamless learning experience for students.
4. Foster a positive attitude towards e-learning among both educators and students. Encourage educators to embrace digital tools as valuable teaching aids, and create awareness among students about the benefits of e-learning.
5. Integrate e-learning as a compulsory component for newly employed academic staff. This ensures that all staff members are trained in utilizing e-learning tools effectively and encourages its adoption as a standard practice.
6. Provide and maintain adequate information technology facilities, including computer labs, devices, and high-speed internet, to support both educators and students in accessing and utilizing e-learning resources.
7. Offer sponsorships for academic staff to attend specialized training programs and workshops related to e-learning. This will help them stay updated with the latest trends and best practices in online education.
8. Ensure that all e-learning facilities are well-maintained, functional, and up-to-date. Regular maintenance and timely repairs are essential to prevent disruptions in the learning process.
9. Emphasize the importance of self-commitment and responsibility among ICT instructors and facilitators. Their dedication to effectively teaching students using online facilities is crucial for positive learning experiences.
10. Establish effective mechanisms for monitoring the allocation and utilization of funds for e-learning initiatives. Transparent financial management ensures that resources are used efficiently and effectively.
11. Design e-learning courses with interactive content, collaborative activities, and engaging multimedia



to promote student participation and active learning.

12. Implement effective assessment methods and provide timely feedback to students in online environments. Constructive feedback enhances student motivation and performance.
13. Offer flexible learning options, such as blended learning or asynchronous courses, to accommodate diverse student schedules and preferences.
14. Encourage academic staff to conduct research on effective e-learning strategies and innovative approaches to enhance student engagement and learning outcomes.

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