



ELECTRONIC LEARNING AND ACADEMIC PERFORMANCE OF BUSINESS EDUCATION STUDENTS IN UNIVERSITY OF CALABAR

Ochui Moses Orim

*Department of Business Education
Federal College of Education Obudu*

&

Idike, I. M

*Department of Business Education
Ebonyi State University, Abakaliki*

&

Atah, Cletus Akpo

*Department of Business Education
University of Calabar*

Cleatah4real@yahoo.com

Corresponding author

Abstract

The study investigates the influence of electronic learning and academic performance of business education students in university of Calabar. To achieve the aims of the study, three research questions were raised, and three null hypotheses were formulated to guide the study. A survey research design was adopted for the study. A total population of the study was one hundred and forty-five (145) respondents responded to the instrument. The instrument used was a research questionnaire titled "Electronic Learning and Academic Performance Questionnaire (ELAPQ) validated by two experts in the department of vocational education in University of Calabar. The data collected were analyzed using mean and standard deviation for the research questions. The hypotheses were tested at the 0.05 level of significance using an independent t-test statistics. The findings of the study revealed that the usage of internet browsing, e-mail and power point presentation significantly influence academic performance of business education students in University of Calabar. Among others thing it was recommended that; students should be encouraged to use internet browsing for academic purposes and not for leisure.

Keys words: Electronic, Learning, Academic, Performance and Students

Introduction

Technology has played a significant role in the modern age in both the growth of industrialization and the improvement of efficiency. The enormous potential brought about by the technological revolution is crucial in enhancing teaching and learning environments and supporting the education sector in preserving educational standards and core values. E-learning facilities can include the use of mobile technologies like PowerPoint, the internet, email, personal digital assistants (phones or handheld computers), MP3/MP4 players, and personal digital assistants. They can also include the use of web-based teaching materials and hypermedia in general, including chat rooms, discussion boards, blogs, wikis, text charts, computer aid assistants, educational animation, simulations, games, and learning management software. Due to the rapid development of internet technology, e-learning facilities are now a common method of instruction in higher education institutions. It directly raises kids' overall performance (Adeogun, 2020).

Akeke, Atah, Undie, Ajuluchukwu, Kolo, Eleng, and Ben (2023) revealed that today's technology enables everyone to learn anytime, anywhere, and without a professor by removing geographical restrictions and providing amenities. The major goals of e-learning facilities are to improve students' academic performance, decrease expenses and time, and promote accessibility to education. As a result, various types of marketable electronic facilities will become more and more crucial to business education students' survival in the twenty-first century as a requirement for educational flexibility (Agim, Ochui, and Atah, 2020). Bara, Radenkovic, and Jovanic (2014) asserted that the Internet is a vast computer network that uses established communication protocols to connect networks together to provide a range of information and communication services. Akeke and Atah (2022) opined that the higher education school setting, as well as teaching and learning methods, have been significantly impacted by internet use. The true effect of this internet usage on students' academic performance and educational returns is a



perplexing issue (Atah, Idike and Nyiam, 2022). At both the theoretical and empirical levels, this subject has been the focus of several academic studies. Bode (2018) claims that they have experienced two key challenges: first, it is difficult to observe students' performances, and second, its description is unclear. In contrast, it can be challenging to separate the effects of the internet's changing technology. Barac, Radenkovic, and Jovanic (2014) viewed that the performance of students is not standardized; however, tertiary institutions are primarily to ascertain where educational outcomes are validated through the use of computers.

Computers are the technologies used to transmit, manipulate, and store evidence by electronic means in order to facilitate learning and instruction. They offer a variety of potent tools that can potentially transform the current separated classroom, which is teacher-centered as well as text-bound, into a rich, interacting learning environment for students (Atah and Ukah, 2019). Higher education institutions must adopt new technology and use computers and the internet for studying in an acceptable manner in order to handle these difficulties. It appears today that there is a misunderstanding of the function and nature of these technologies when we consider the relationship between internet usage and academic performance. Computers are general-purpose technologies (GPT), so they actually need to be specified in order to satisfy the needs of the students and be adjusted to the regional context and limits (Idike, Nyiam, and Atah, 2022). There are numerous usage models that result in the same result. The potential for learning processes that are independent of place and space is expanded by computer and internet use. According to Carlson and Gadio (2009), online surfing may open up more options for how courses are delivered at higher levels of education. Utilizing these chances, the media proposes changes to the way the tertiary educational system is structured. Atah, Idike, Godwin, Isaac, Ititim, Okpe, and Ochui (2023) asserted that electronic mail, or e-mail, combines the promptness of the telephone with your control over when to read your message. It has to do with how simple it is to store and retrieve messages. It can also be applied in the classroom. Learning should be made more effective and efficient by supporting a bridge between non-cognitive factors (such as interest, motivation, study habits, emotions, beliefs, and attitude efficacy) and cognitive factors (such as recall, information, processing, schemes, mental models, and scaffolding). Some studies have addressed the use of e-mail for specific academic purposes, such as as a mentor in collaboration, counseling, and supervision in teaching and learning. Agim, Atah, and Ochui (2022) opined that e-mail could be used for setting up appointments and equally used to send messages to a whole group of students; it can be used to have discussions between students useful for answering the more mundane sort of questions that arise, questions about readiness, assignments, etc. (Mahmood and Bokhari, 2012). Obviously, for e-mail to be used successfully in teaching, all course participants must be able to use it successfully and confidently. Oseh (2021) asserted that there are three implications of utilizing email in vocational teaching and learning, which include that students must have access to a network and be familiar with the system for receiving, transmitting, and storing messages in order to connect to the mail. This calls for a hands-on tutorial to teach the group how to use email. Email also has to be a core component of the course so that communication via email is treated equally to communication via other channels. However, due to constraints on time, money, and students' degree of accessibility, email use is limited. The Microsoft Office software for information and communication technology (ICT) includes Power Point (Atah and Abang, 2022). It is made up of slides that let the user deliver messages (Szulanski, 2000). A liquid crystal display (LCD) or projector can better project information created on a computer for a larger audience. With the use of a computer and projector, a PowerPoint presentation could be utilized in the classroom to aid in students' learning by displaying slides that illustrate a lesson (Nwosu, Bessong, and Atah, 2022).

Microsoft PowerPoint has potential, according to Technology.com (2007), including the capacity to spellcheck, add to, edit, and eventually apply lessons. It enables a number of adjustments by text editing or creating new slides to make lessons more flexible and organized. The ability to combine visual and aural elements into a presentation is provided by PowerPoint. PowerPoint's presentations are considered beneficial components of presentations. According to Atah, Ukah, and Crossdale (2019), PowerPoint presentations can be a useful teaching tool and a crucial component in facilitating an efficient teaching-learning process. Therefore, it would be appropriate to investigate such a teaching method in the field of business education at the higher institution level. Bessong and Atah (2019) opined that PowerPoint improves the visual quality of the learning process, according to Ukah and Atah (2022). Additionally, they claim that since it takes less time to convey a topic, more content can be covered in the classroom. PowerPoint's detractors contend that it undermines originality and innovation, elevates format over content, and displays a commercial mindset that reduces everything to Getov (2021). PowerPoint advocates contend that it keeps students' attention and facilitates the explanation of intricate images (Hurban and



Fotache, 2013). However, Daniel (2012) notes that PowerPoint is a teacher-centered teaching technology that supports teacher-centered lectures, lowers the analytical component, and frequently weakens student performance.

Students have reported contrasting outcomes in recent years on the efficiency of PowerPoint in enhancing student learning (Bessong, Nwosu, and Atah, 2022). In a psychology class, for instance, Grier and Kreiner (2009) investigated the usefulness of PowerPoint presentations and came to the conclusion that when students actively participated in the class using a PowerPoint presentation, their performances improved. Since PowerPoint is a program that enables teachers to deliver their courses in a more dynamic style than simple lecturing and writing on the chalkboard or marker board, it may therefore substantially enhance teacher presentation and overall student comprehension when utilized effectively in the classroom. Solis (2014) opined that success in any endeavor may depend on specific elements, and one of the elements that would help 21st century university students learn and function effectively is the use of electronic learning. Electronic information resources offer opportunities to obtain accurate and timely materials for easy and better understanding of what is being taught. Business education students can increasingly perform poorly due to a lack of internet resources and e-learning facilities to enhance their learning process. Thus, it is necessary for this study to look at how business education students at the University of Calabar are performing academically.

Research Questions

The following research questions were raised to guide this study;

- 1- What is the influence of internet browsing on academic performances of business education student?
- 2- What is the influence of electronic mail on academic performance of business education student?
- 3- What is the influence of power point on academic performance of Business Education students?

Statement of Hypotheses

The following research hypotheses were formulated to guide this study;

1. There is no significant difference in the mean rating of internet browsing and academic performance of business education students in University of Calabar based on students' gender.
2. There is no significant difference in the mean rating of electronic mail usage and academic performance of business education students based on students' age.
3. There is no significant difference in the mean rating of power point presentation and academic performance of business education students based on students' gender.

Research Methodology

The research design adopted for this work is an ex-post facto design. The study was carried out at the University of Calabar located in the Calabar Municipality Local Government Area of Cross River State. The population of this study consisted of one hundred and forty-five (145) business education students (final year students of the 2020–2021 academic session) from the University of Calabar. The entire population of one hundred and forty-five (145) final-year Business Education students identified as the population of the study was studied. Hence, the population (145) is adopted, meaning that no sampling was conducted. The instrument used for the study was a four-point response item questionnaire titled 'Electronic Learning and Academic Performance Questionnaire (ELAPQ). The questionnaire has two sections (A and B). Section A sought to elicit information on the biodata of the respondent. Section B contains 15 items. The respondents were required to indicate the degree of their agreement with each item by ticking one of the four response options: strongly agree (SA = 4 points), agree (A = 3 points), disagree (D = 2 points), and strongly disagree (SD = 1 point), respectively. Two experts validated the instrument from the department of vocational education at the University of Calabar. The instrument was subjected to validation. To effectively carry out the validation exercise, the instrument was given to two (2) experts in the Department of Vocational Education (Business Education Unit) at the University of Calabar. The researchers administered one hundred and forty-five (145) copies of the questionnaire to the respondents with the help of two (2) research assistants who were trained for this purpose. The direct delivery and retrieval method was adopted in the administration and retrieval of the questionnaire instrument to ensure a high rate of returns. However, out of 145 copies of the questionnaire administered to the respondents, a total of 116 copies were correctly filled out and retrieved, representing 80% of the return rate. The data collected from the 116 copies was analyzed to answer the research questions and test the hypotheses at the 0.05 level of significance.



The collected data were analyzed using the mean and standard deviation for the research questions. The degree of agreement or disagreement was determined by finding the mean of the nominal values assigned to each option. Based on the 4-point rating scale, the mean score of the scale was 2.50. The 2.50 was derived by adding the nominal value of the rating scales and dividing by the same number of cases. Therefore, 2.50 was used as the benchmark for the decision rule. Any item in the instrument with a mean score of 2.50 and above was agreed to have a high influence of electronic learning on the academic performance of business education students. Any item with a mean score below 2.50 was disagreeable. Similarly, the hypotheses were tested at the 0.05 level of significance using an independent t-test. The decision was based on the utilization of the p-values. If the p-value is less than 0.05, then the hypothesis is rejected; otherwise, the researchers employed the services of the Statistical Package for Social Sciences (SPSS), which was used for data analysis.

Results

Research Questions one

What is the influence of internet browsing on academic performances of business education student in University of Calabar?

Table 1: Mean Ratings of Responses of Respondents on influence of internet browsing on academic performances of business education student in University of Calabar

S/No	Items on internet browsing on academic performances of business education student	N	Mean	SD	Decision
1	Free access to internet services without any restriction	116	2.99	1.32	Agree
2	Internet services help me in learning and sharing ideas	116	2.71	1.12	Agree
3	Internet services are available in my area	116	2.82	1.03	Agree
4	Internet browsing is time effective	116	3.05	1.22	Agree
5	Addicted to the entertaining part of the internet	116	2.83	1.25	Agree
	Grand Mean	116	2.88	1.19	Agree

From the results displayed in Table 1, the grand mean of 2.88 revealed that business education students agreed that internet browsing influences the academic performances of business education students at the University of Calabar. All five items analyzed (items 1–5) obtained mean scores ranging from 2.71 to 3.05, which is above 2.50, which is the cut-off point. This indicates that business education students agreed that internet browsing influences the academic performance of business education students at the University of Calabar. The standard deviations for all the items are within the same range, indicating that respondents are homogenous in their mean ratings from 1.03 to 1.32.

Research Questions Two

What is the influence of electronic mail on academic performance of business education student?

Table 2: Mean Ratings of Responses of Respondents on influence of electronic mail on academic performance of business education student

S/No.	Items on electronic mail on academic performance of business education student	N	Mean	SD	Decision
6	a valid email account	116	2.83	1.01	Agree
7	Email enhances my communication skills	116	2.66	.95	Agree
8	Email aids in promoting my cognitive growth pertaining to computer knowledge and skills	116	2.90	1.23	Agree
9	Email is cost and time effective	116	3.08	1.16	Agree
10	Email brings about isolation, depression and loneliness	116	2.77	1.02	Agree
	Grand Mean	116	2.85	1.08	Agree

The results are shown in Table 2, and the grand mean of 2.85 indicates that business education students at the University of Calabar concur that email affects their academic performance. The mean



scores for all five examined items (items 6–10) ranged from 2.66 to 3.08, exceeding the cutoff limit of 2.50. This demonstrates that business education students at the University of Calabar were in agreement that email affects their academic achievement. Since the standard deviations for each item fall within the same range, it may be assumed that respondents' mean scores, which range from 0.95 to 1.16, are uniform.

Research Questions Three

What is the influence of power point on academic performance of Business Education students?
The data providing answers to the above research question are presented in Table 3.

Table 3: Mean Ratings of Responses of Respondents on influence of power point on academic performance of Business Education students

S/No	Items on power point on academic performance of Business Education students	N	Mean	SD	Decision
11	Prefer lecture presented via power point to lecture on marker board	116	2.62	1.19	Agree
12	Visually impaired thus, I do not find power point presentation of lecture interesting	114	2.78	1.11	Agree
13	Incessant power outage causes a break in power point presentation	116	2.86	1.15	Agree
14	Witnessed power point used in classroom during lecture period	116	2.66	1.10	Agree
15	Presentation of lecture via Microsoft power point is costly to operate	116	2.86	.93	Agree
	Grand Mean	116	2.77	1.09	Agree

The results are shown in Table 3, and the grand mean of 2.85 indicates that students in business education at the University of Calabar concur that PowerPoint presentations have an impact on their academic achievement. The cutoff score of 2.50 was exceeded by all five of the examined items (items 11–15), with mean scores ranging from 2.62 to 2.86. This shows that students in business education at the University of Calabar were in agreement that PowerPoint presentations have an impact on their academic success. The standard deviations for all the questions fall within the same range, demonstrating that the range of the respondents' mean ratings, from 0.93 to 1.10, is homogeneous.

Research Hypotheses 1

There is no significant difference in the mean rating of internet browsing and academic performance of business education students in University of Calabar based on students' gender

Table 4: Independent t-test of Mean Ratings of internet browsing and academic performance of business education students in University of Calabar based on students' gender

S/No.	Category of the Respondents	N	Mean	SD	Df	t-cal	Alpha	P-val	Decision
1	Male Students	52	3.0577	1.27439	114	.485	0.05	.345	NS
	Female Students	64	2.9375	1.36713					
2	Male Students	52	2.7115	1.12610	114	-.034	0.05	.834	NS
	Female Students	64	2.7188	1.13346					
3	Male Students	52	2.8846	1.04138	114	.535	0.05	.961	NS
	Female Students	64	2.7813	1.03078					
4	Male Students	52	3.0769	1.21826	114	.198	0.05	.577	NS
	Female Students	64	3.0313	1.24682					
5	Male Students	52	2.8654	1.22120	114	.224	0.05	.387	NS
	Female Students	64	2.8125	1.29560					
	Male Students	52	2.92	1.18	114	0.281	0.05	0.58	NS
	Female Students	64	2.86	1.21					



Not Significant at 0.5 alpha levels, df 114

The result of the t-test analyses presented in Table 4 above indicated that there is no significant difference in the mean rating of the male and female respondents on internet browsing on the academic performance of business education students at the University of Calabar based on gender. This is because the data in Table 5 showed that the p-value of 0.58 is greater than 0.05. Since the p-values for all the items are greater than 0.05, this implies that the null hypotheses that state that there is no significant difference in the mean rating of internet browsing and academic performance of business education students at the University of Calabar based on students' gender are retained.

Research Hypotheses 2

There is no significant difference in the mean rating of electronic mail usage and academic performance of business education students based on students' age

Table 5: Independent t-test of Mean Ratings of electronic mail usage and academic performance of business education students based on students' age

S/No.	Category of Respondents	N	Mean	SD	Df	t-cal	Alpha	p-val	Decision
1	Students below 30 years	79	2.6835	1.08065	114	-2.423	0.05	.762	NS
	Students with 30 years and above	37	3.1622	.76425					
2	Students below 30 years	79	2.5443	.95806	114	-2.004	0.05	.653	NS
	Students with 30 years and above	37	2.9189	.89376					
3	Students below 30 years	79	2.7722	1.29049	114	-1.706	0.05	.872	NS
	Students with 30 years and above	37	3.1892	1.07595					
4	Students below 30 years	79	2.9241	1.20652	114	-2.220	0.05	.672	NS
	Students with 30 years and above	37	3.4324	1.01490					
5	Students below 30 years	79	2.6203	1.05373	114	-2.447	0.05	.524	NS
	Students with 30 years and above	37	3.1081	.87508					
	Students below 30 years	79	2.71	1.12	114	-2.16	0.05	0.696	NS
	Students with 30 years and above	37	3.16	0.92					

Not Significant at 0.5 alpha level, df 114

According to the results of the t-test analyses shown in Table 5 above, there is no discernible difference between the mean ratings of electronic mail usage and academic achievement of business education students when considering the age of the students. The data in Table 5 indicated that the p-value of 0.92 is more than 0.05, which explains why this is the case. The null hypothesis, which states that there is no significant difference in the mean rating of electronic mail usage and academic achievement of business school students based on students' ages, is retained because the p-values for every item are greater than 0.05.

Research Hypotheses 3

There is no significant difference in the mean rating of power point presentation and academic performance of business education students based on gender.



Table 6: Independent t-test of Mean Ratings of power point presentation and academic performance of business education students based on gender

S/No.	Category of Respondents	N	Mean	SD	Df	t-cal	Alpha	p-val	Decision
1	Male Students	52	2.6731	1.18357	114	.425	0.05	.649	NS
	Female Students	64	2.5781	1.20587					
2	Male Students	51	2.7843	1.10116	113	-.060	0.05	.598	NS
	Female Students	64	2.7969	1.12940					
3	Male Students	52	2.9038	1.12476	114	.349	0.05	.405	NS
	Female Students	64	2.8281	1.18930					
4	Male Students	52	2.7692	1.07768	114	.928	0.05	.466	NS
	Female Students	64	2.5781	1.12412					
5	Male Students	52	2.2115	.87080	114	8.712	0.05	.053	NS
	Female Students	64	3.3906	.58056					
	Male Students	52	2.67	1.07	114	-1.41	0.05	0.534	NS
	Female Students	64	2.83	1.05					

Not Significant at 0.5 alpha levels, df 114

According to the results of the t-test analyses shown in Table 6 above, there is no discernible difference between the mean ratings of male and female respondents on the PowerPoint presentation regarding the academic performance of business education students at the University of Calabar based on gender. This is so that it is clear from the data in Table 6 that the p-value of 0.534 is higher than 0.05. The null hypotheses, according to which there is no discernible difference in the mean rating of the PowerPoint presentation on the academic performance of business education students based on gender, are maintained, are inferred by the fact that the p-values for all the items are greater than 0.05.

Discussion of the findings

Influence of internet browsing on academic performances of business education student in University of Calabar According to the first hypothesis's findings, Internet use has a big impact on how well business education students perform academically. This finding is consistent with that of Idike, Nyiam, and Atah (2022), who noted that internet services have a significant impact on how effectively students do academically in Nigerian tertiary institutions and across the globe. Adeogun (2020) conducted a second study in which he examined the relationship between students' Internet usage and academic achievement. The study's findings showed that 86% of students learned more quickly and easily when using the internet and that access to and use of the internet were responsible for 98% of students' academic performance. This can be the case when the information contained in files or documents on a computer is transported across the internet. It brings together a variety of data and services, including email, online chat, file transfers, connected web pages, and other internet-based documents. The teaching, research, and learning activities in academic institutions today rely heavily on the internet. Thus, the development of the internet has ushered in a brand-new method of knowledge production and dissemination known as the soft form. The greatest benefit of this new type of information resource is the nearly limitless abundance of information resources that are publicly accessible and available to hundreds of millions of individuals at once in many different parts of the world (Mahmood and Bokhari, 2012).

In consonance with Akeke, Atah, Undie, Ajuluchukwu, Kolo, Eleng, and Ben's (2023) study, the majority of university students use the internet for electronic journals and databases, whereas very few utilize it for published files on the web or as a discussion forum. Despite having a significant impact on their academic careers, Nwosu, Bessong, and Atah (2022) found that students majoring in law and education used the internet much less than other students at the University of Lagos. However, according to Mahmood and Bokhari (2012), 80.8% of students at the University of Ilorin acknowledged that they mostly use the internet for academic purposes. By contrast, 14.0% of students said they primarily use it for mail, 4.9% for recreation, and none for other purposes. A whopping 26% of respondents said they utilized the internet every day, followed by 46.2% who said they did so once a week and 27.8% who said they did so



occasionally. The study also showed that, while 90.1% of respondents said that the internet helped them solve problems, 9.9% of respondents believed that it did not contribute to their academic brilliance. According to their reports on the issues preventing effective internet use, 47% of them said that the country's widespread power outages had an impact on their ability to access the internet. 3.1% of respondents stated they are completely unaffected by the power structure, compared to 49.4% who said it has little impact on them. In agreement with Mahmood and Bokhari (2012), although 76.9% of respondents ascribed their inability to log in to a power outage, 18.2% thought it was a network issue. Internet access has made it possible to learn in new ways, especially in the modern classroom. There are more resources for information available than in any physical library. Influence of electronic mail on academic performance of business education student in University of Calabar

The conclusion of Hypothesis 2 showed that electronic mail has a considerable impact on business education students' academic performance. This might be the case because the mean scores for all five of the tested items (items 6-10) ranged from 2.66 to 3.08, which is higher than the cutoff score of 2.50. This result is consistent with that of Grunberg and Armellini (2004), who found that email is more frequently used for sharing information than for requesting it and that private exchanges between university teachers and students for academic achievement are more common. In line with Hurbean and Fotache's (2013) study, which discovered that email encouraged contemplation on the given tasks. This effect was likely caused by the delay between receiving a message and generating and delivering a response between teachers and students, according to that study.

The results of the Ukah and Atah (2022) study showed that email promotes electronic communication between teachers and pupils. The survey also demonstrated that teachers electronically distribute course materials, lesson plans, homework, and other information to their students. According to Atah and Abang (2022), university students' use of electronic mail affects their academic achievement. This is due to the possibility that writing and expressing thoughts online could enhance students' interpersonal skills in addition to their writing abilities. By lowering the levels of preservice teachers' concern about teaching and helping them refine their teaching skills through conversations on problem-solving tasks with elementary children, Atah, Idike and Nyiam (2022) argue that using email could benefit both teachers and students in the teaching and learning process. Considering the conclusions, electronic mail provides benefits for both teachers and students during the academic teaching and learning process at Nigerian tertiary institutions. It makes possible tailored education, resource and information sharing, learner-centered contexts, instant, regular assistance for specific needs, and more.

According to the study by Atah and Ukah (2019), email A popular Internet tool called e-mail makes it possible for people or groups of people to communicate rapidly, even when they are far apart. Students can receive classwork, homework, and other related assignments by email from their teachers. Additionally, teachers utilize email to provide feedback to pupils, which can improve their performance in the classroom. The Atah, Ukah, and Crossdale (2019) study identified electronic mail as one of the most effective forms of communication, highlighting its advantages. It increases the possibilities for language learners and teachers to include e-mail in language teaching and learning, even if it is a solely written and spoken conversation. E-mail, according to Szulanski (2000), is the practice of sending communications between users via computer systems. In today's work world, knowing how to utilize email successfully is a crucial ability. In the business sphere, it is already widely utilized and growing daily. Influence of power point on academic performance of Business Education students in University of Calabar

The conclusion of Hypothesis 2 showed that there is a substantial correlation between business education students' academic success and their ability to create effective PowerPoint presentations. This may be due to the fact that all five of the examined items (items 11 through 15) had mean scores over the cutoff point of 2.50, ranging from 2.62 to 2.86. This demonstrates that business education students at the University of Calabar were in agreement that PowerPoint presentations have an impact on their academic success. These could be because PowerPoint slides allow teachers and students to present information on a projector. This could be done in a classroom setting to promote student learning by combining a computer and a projector to display slides for illustrative purposes.

According to Ukah and Atah (2022), who discovered that using PowerPoint as a learning tool might enhance academic performance and attitudes among undergraduates enrolled in a science education program, This is because the PowerPoint presentation itself encourages auditory as well as visual visualizations, reflecting the psychological advantages of multimedia learning. According to the findings of the Atah, Idike, Godwin, Isaac, Ititim, Okpe, and Ochui (2023) study, students' opinions of PowerPoint presentations and conventional overhead or blackboard-assisted lectures are similar. According to the study, students view PowerPoint lectures favorably since they find them to be engaging,



effective at grabbing their attention, and beneficial for improving their comprehension. According to the Susskind (2005) study, using PowerPoint with a maker board increased students' enthusiasm for learning and helped in teaching and learning.

Conclusion

Based on the study's findings, it was determined that internet browsing, email, and PowerPoint presentations have a substantial impact on the academic performance of business education students at the University of Calabar.

Recommendations

The following recommendations were made based on the study's findings:

1. Students should be encouraged to utilize the internet for academic objectives rather than for entertainment or unimportant purposes
2. The university management should provide internet facilities in order to encourage the use of e-mail.
3. Lecturers should be encouraged by the students to use emails for mailing and receiving assignments and other

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