E-learning Technologies and Digital Literacy as Determinants of Academic Achievement in Principles of Marketing among Business Education Students in Public Universities in Southwest Nigeria

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In partial fulfillment of the Requirements for the Award of Master (M.Ed.) Degree in Business Education

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Certification

This is to certify that Toluwawumi Adesewa Fadun with matriculation number LCU/PG/006080 carried out this research work titled "E-learning Technologies and Digital Literacy as Determinants of Academic Achievement in Principles of Marketing among Business Education Students in Public Universities in Southwest Nigeria" in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo state, for the award of Master Degree (M.Ed) in Business Education and that this has not been previously submitted in any institution.

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Dedication

This research work is dedicated to God Almighty.

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Abstract

The Post – COVID-19 experience hastening the paradigm shift to e-learning has exposed some structural gaps in many public universities, where limited digital literacy and inadequate access to e-learning technologies continue to hinder business education students' academic achievement and practical readiness. This study investigated the influence of E-learning Technologies and Digital Literacy as Determinants of Academic Achievement in Principles of Marketing among Business Education Students in Public Universities in Southwest, Nigeria. A descriptive survey design was used. The population of the study was 4607 Business Education Students with a sample of 363 respondents. Two instruments - E-learning Technologies, Digital Literacy, And Academic Achievement Questionnaire (EDLAAQ) (r = 0.73) and Principles of Marketing Achievement Test (PMAT) (r= 0.82) were used for data collection. Frequencies, Percentages, Means, and Multiple Regression were used for data analysis. Three research questions and two hypotheses were raised and tested at 0.05 level of significance. The results showed that the level of academic achievement was moderate (mean = 2.74); the level of e-learning technologies was low (mean = 2.49); the level of digital literacy was moderate (mean= 3.00). There was a significant combined influence on academic achievement ($F(2,2298) = 113.148$, $R^2 = 0.428$, $p< 0,05$). E-learning technologies contributed more to academic achievement ($\beta = 0.425$, $t = 9.134$, $p < 0.05$), followed by digital literacy ($\beta = 0.376$, $t = 8.090$, $p < 0.05$). It was concluded that there is a need for a dual approach of e-learning technologies and digital literacy for better learning outcomes. The study recommended that institutions should invest more in e-learning infrastructure, organize regular digital literacy workshops, train and encourage academic staff to constantly incorporate e-learning tools, promotion of digital literacy club or peer mentoring, and establishment of digital support centers in faculties and departments.

Keywords: e-learning technologies, digital literacy, academic achievement, business education, principle of marketing

Word Count: 297

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List of Acronyms

Abbreviation	Meaning
DL	Digital Literacy
ICT	Information and Communication Technology
LMS	Learning Management System

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