

E-Learning Systems And Students Academic Performance At Juba University

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Introduction

The study examined e-learning systems and students' academic performance at Juba University, Republic of South Sudan.

Objectives

The study was guided by three objectives, namely;

1. to establish how computer skills enhanced the academic performance of students at Juba University,
2. to examine how socio-demographic characteristics of learners influenced the academic performance of students at Juba University,
3. to assess how the level of engagement on e-learning platforms ensured the academic performance of students at Juba University.

Methodology

The study used quantitative and qualitative techniques. The study population was 75 and a sample size of 75 respondents out of which 63 participated in the study. Census and stratified sampling were used in organising the units in the population into strata using common characteristics. The study collected data through the questionnaire, interview, and document review methods using Self-Administered Questionnaires and Interview checklists as data collection instruments.

Key findings

Data analysis showed that the Adjusted R square was .737 which is an indication that 73.7% of the changes that occurred in academic performance were due to changes in e-learning systems. The test also revealed that Juba University e-learning system had a positive relationship with academic performance.

Key recommendations

The study suggested that there was a need for more interaction between lecturers and online students.

Key references

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