

Table 1.

Characteristics of the Respondents

Variables	Frequency (85)	Percentage (%)
Gender		
Male	13	15.3
Female	72	84.7
Age		
18-20years	17	50.0
21-22years	24	32.4
23 and above	24	13.5

Table 2

To what extent do students use the computer.

In order to assess the extent to which the first-year students use computer, the researcher administered questionnaire to solicit their assessment of their own interest level and computer usage both at home and in school.

Variable	Frequency (f)	Percentage (%)
<i>Students learning ICT in college.</i>		
Yes	62	73.8
No	11	13.1
Maybe	11	13.1
<i>How ICT lesson is taught in the college</i>		
Theory	49	62
Practical	30	38
<i>'Do you have a well fitted lab with computers</i>		
Yes	68	80
No	14	16.5
Maybe	3	3.5
<i>Do every student get to sit by one computer in ICT class</i>		
Yes	45	55.6
No	36	44.4
<i>Are you allowed to practice in the lab after ICT classes</i>		
Yes	40	48.8

No	42	51.2
<i>What do you normally use the computer to do when given the chance to use them</i>		
Gaming	1	1.2
Entertainment	8	9.8
Learning	73	89
<i>Do you use the internet</i>		
Yes	79	95.2
No	4	4.8
<i>What do you use the internet for</i>		
Games	0	0
Research	80	97.6
Social network	2	2.4
<i>Do your teachers use the internet when teaching ICT lessons</i>		
Yes	47	57.3
No	18	22
Maybe	17	20.7
<i>How often do you use the internet to learn</i>		
Very often	13	15.3
Often	32	37.6
Sometimes	38	44.7
Never	2	2.4
<i>Does the use of E-learning encourage you to learn</i>		
Agree	36	42.9
Strongly agree	5	6
Neutral	28	33.3
Disagree	9	10.7
Strongly disagree	6	7.1

As shown in the table 2 above, among the first-year students, 62 (73.8%) learn ICT in college, 49 (62%) supported the notion that ICT lesson is taught in college. Also, 68 (80%) of the participants claimed there is a well fitted lab with computers. Adding to this, 45 (55.6%) participants indicated that every student sits by one computer during the ICT class. Forty-two (51.2%) of the participants are not allowed to practice in the lab after ICT class. Most participants 73 (89%) use the computer to learn when they have the chance, 79 (95.2%) participants do use the internet and 80 (97.6%) of the participants use the internet for research. Moreover, 47 (57.3%) claimed teachers use the internet when teaching ICT lessons, 38 (44.7%) of participants sometimes use the internet to learn and 36

(42.95) of the participants agreed on E-learning encouraging them to learn.

Table 3

Impact of E-learning on students' achievement

The study administered a questionnaire to assess first year students views on the impact of e-learning on students' achievement. The results of the data gathered showed that most of the first years conceded that e-learning has actually impacted on their learning practices and engagement heading to high achievement in class.

Variable	Frequency (f)	Percentage (%)
<i>The use of E-learning has increase students' engagement in ICT class</i>		
Strongly disagree	5	5.9
Disagree	13	15.3
Neutral	19	22.4
Agree	44	51.8
Strongly agree	4	4.7
<i>The use of E-learning has motivated students to learn other subjects well</i>		
Strongly disagree	7	8.2
Disagree	10	11.8
Neutral	26	30.6
Agree	38	44.7
Strongly agree	4	4.7
<i>The use of E-learning has increased the confidence level of students</i>		
Strongly disagree	7	8.2
Disagree	11	12.9
Neutral	26	30.6
Agree	37	43.5
Strongly agree	4	4.7
<i>E-learning has facilitated the engaging of learner experiences</i>		
Strongly disagree	7	8.2
Disagree	18	21.2
Neutral	18	21.2
Agree	36	42.4

Strongly agree	6	7.1
<i>The use of E-learning has added value of flexibility (anywhere, anytime, any day)</i>		
Strongly disagree	7	8.2
Disagree	14	16.5
Neutral	16	18.8
Agree	37	43.5
Strongly agree	11	12.9

As indicated in table 3 above, among the first-year students, 44 (51.8%) agreed that E-learning had increased students' engagement in ICT class. Again, 38 (44.7%) of participants claimed E-learning has motivated students to learn other subjects well and also, 37 (43.5%) agreed E-learning has increased students' confidence level. Thirty-six (42.4%) of participants agreed E-learning had facilitated the engagement of learner experiences and 37 (43.5%) agreed E-learning added value of flexibility anywhere, anytime and any day.

Discussion

Extend to which students use computers in college.

The findings from the present study reveal that ICT is being studied in colleges as a subject. However, not all students get the chance to sit by one compute in the laboratory making it inadequate considering the number of students in every class that goes to the laboratory to study ICT. This usage is affirmed in a study by Vega-Hernández, Patino-Alonso, and Galindo-Villardón, (2018). Most students use the computers to learn and do research when the chance is given and moreover ICT learning is taught mostly theoretically in class [8].

According to the study by Yieng & Saat (2018), student patronage of computers usage was low. It also agrees with students' practice being low in the ICT class. In relation to the present study, possible explanation could be due to the current study center provision of computers [9].

Effect of E-learning on students' performance

This present study shows e-learning has increased students' engagement in ICT class, motivated them to learn other subjects and also added a value of flexibility to learning. For that reason, learning can take place anywhere, anytime and any day through the use of e-learning.

Gloria (2015) researched into the relationship between e-learning and students' academic achievement in Hong Kong. The study concluded that e-learning has a significant positive impact on student's educational overall academic achievement. This makes her findings consistent with this current study [10].

Conclusion

The main purpose of the study was to assess the using of e-learning to improve the performance of first year nursing students in ICT. This research showed the need for e-learning to be in cooperated as students agreed to the fact that the it helped increase their per-

formance. There were not enough computers so there is the need for colleges to increase the number of computers to be able to allow each student to participate or with the few ones around students can go into batches.

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