

**ONLINE LEARNING AND STUDENTS' PERFORMANCE IN UGANDA  
CHRISTIAN UNIVERSITY ARUA CAMPUS AS A HIGHER INSTITUTION OF  
LEARNING**

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**M22/ASC/BSW/015**

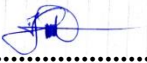
**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF  
BACHELOR OF SOCIAL WORK OF UGANDA CHRISTIAN UNIVERSITY**

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## DECLARATION

I, Otim Joshua Omona, declare that this research proposal is purely and solemnly my own individual work and has not been submitted anywhere for an award of any academic qualification. Sources from which information is obtained are acknowledged.

Signature:  .....


Date: 05/02/2025 .....

**APPROVAL**

This is to clarify that OTIM JOSHUA OMONA has successfully completed his research proposal under my guidance and it's now ready for submission to the university.

**SUPERVISOR**

Name: Rev. DR. YIKI CHRISTOPHER AGATRE

Signature.....

Date..... 08/02/2025

## DEDICATION

This hand work is solemnly dedicated to my invincible supreme Lord God Almighty and in a sequential grid to DR. Acidri Emmanuel Gloria Bileti and family-a family with a heart full of Gold, P' kamac family Oloya Emmanuel Rose, Mum Rose Ati Johnson, Johnson family, Rev. Okuonzi Charles, Rev. Acidri Leviticus, my supervisor DR. Yikii Christopher Agatre, Lecturers, Class of 2025, the Lord has been our strength and you are souls of a kind. All your continuous prayers and support kept me going in a moment to blank out. Thank you for laying the bricks for this success, may the lord GOD bless you abundantly and graciously expand your territory.

## ACKNOWLEDGEMENT

In a systemic notion, to the first in priority Almighty God, for graciously under his canopy blessing me with the free gift of life, protection, health, and above all thus far he has brought me. May God receive praise from the depth of my heart!

In all honesty and modesty, I acknowledge the University for giving an opportunity to study. With clear objectives about its curriculum, it is a prayer that may the almighty God reward my dear administrators; our dear University Campus Director Rev. Julius Izza Tabi may the lord bless you for the marvelous work you are doing in Jesus name. Dean of students Mrs. Amviko Gloria, Academic registrar, HOD social sciences, Business, theology and Education, QAC, my academic supervisor Rev DR. Yikii Christopher Agatre, and my adorable lecturers as stars light up the sky, so you are to me, May the lord bless you in abundance for devoting yourselves to service.

In novelty, DR. Acidri Emmanuel Bileti, you are an inspiration for aspiration, mother Gloria Amviko, with tears in my eyes, you deserve more than just a word, I will always have your name tattered in my heart for the Glory of God. Mr. Arumadri Godwill you deserve solemn applause. Dad, mum, siblings, you laid a string for aspiration. Mr. Charles Okuonzi you deserve more than just a word, thank you so much for laying the bricks for this foundation, you are honored. Innocent Anyatiku, you are one of a kind, inspirational celestial souls, Amos Kwaje, Ayikoru Babra, Acan Minallah, Ayiorwoth Basemath, Mungufeni Isaac Mawa, Michael Obi and course pals. Thank you for the spiritual, emotional, social, intellectual and financial support.

Without any batting doubt, an accord to the chaplaincy department-Chaplain Rev. Acidri Leviticus University Christian university Arua campus, thank you for being my spiritual candle for words cannot describe how you guided and guarded to me through this all. May the lord see you through and broaden your scope through his son Jesus Christ. All members of staff of Uganda Christian University Arua campus, teaching and non-teaching staff, I am forever grateful for your support in various dimensions. The council of the 21<sup>st</sup> guild, you are part of this voyage, thank you all for the experiences exuded.

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## ACRONYMS

UCU-	Uganda Christian University
HOD-	Head of Department
BSWASA-	Bachelors in social work and social administration
QAC-	Quality Assurance Coordinator
LMS-	Learning management system
IBM-	International business Machines Corporation
CTR-	Computing-Tabulating-Recording Company
AT&T-	American telephone and telegraph Company
GPA-	Grade point Average

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## ABSTRACT

This study investigated online learning and students' performance in Uganda Christian University Arua Campus. Solemnly subjective to the studies objectives, key to note is; to determine the influence of online learning on student, to examine the academic performance of students using predominantly online learning and to ascertain the relationship of online learning and students' performance in higher institutions of learning such as UCU. The study employed both descriptive survey and correlation analysis designs; data was obtained from 74 (98.6%) respondents through questionnaires.

The research showed that the influence of online learning on students' academic performance in regards to students' participation 3.42(68.4%), delivery of lectures 4.14(82.4%) and flexibility and access 4.09(81.8%) was high as indicated by the grand mean 3.88 (77.6%) and standard deviation .89 to students' performance. Further explorations were made examining academic performance as far as online learning is concerned looking at academic excellence, learning style and self-motivation. The findings aimed to inform educators, and Uganda Christian University, its campuses and policymakers to develop strategies to mitigate the potential challenges of using online learning as revealed by the correlation analysis. The researcher used descriptive survey design in the study. Descriptive design employing qualitative research technique which provides full description of attitude of respondents. More so qualitative research technique was used for numerical information. Validity was under a guided and guarded approval of the tool used by the academic supervisor.

Summative, the research investigated the influence of online learning on students' performance with a conclusion that online learning has an extreme influence on students' academic performance. In a commendation the researcher recommended finding more efficient strategies to increase student participation in online learning

settings, Change in learning, lecture delivery methods to combat the challenges encountered during online learning.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

Solely, research carries ideas based on findings from the field and its outcomes. Chapter one Discusses the background of this Research, the statement of the problem, the research questions, objectives, theoretical and conceptual framework, hypotheses, significance, limitations, scope, operational definition of terms and the chapter summary of the study.

Academic excellence pertains crucial adaptations to efficacy among learners especially students of higher institutions. Unexceptionally Online learning stands out as an adoption of teaching and learning applied here in by Uganda Christian University across all campuses and colleges. The main campus Mukono, Arua campus, Kabale, BBU-Mbale, and Kampala campuses. Thus for this research the focus is on Arua campus as an institution of higher learning.

#### 1.1 Background

As a ubiquitous educational tool online learning evolved as an experimental novelty used by Uganda Christian University and fervently as an approach, it relies on participation of students, lecturers and a system in delivery of lectures. In this case, Uganda Christian University uses Moodle which is a system that develops an in-depth scope of teaching and learning the emergence of online learning provides opportunities in a unique way of flexibility and access to learning.

Online learning provides advantageous levels over the face-to-face teaching compared to traditional education or in-person learning, this includes its flexibility, convenience, control over the pace of learning, and affordability. This mode of educational adaptation by Uganda Christian University provides overwhelming control over the learning environment. According to Rumford and Miller, 2018, students learn quietly without any distractions which is more compared to a lecture setting. Subsequently,

motivation and satisfaction provide a more individualized and tailored educational experience at students' convenience with timetables.

### **1.1.1 Brief historical background of online learning**

Online learning as a primary avenue to educate students and has a long history to this day, systematic efforts to conduct virtual instruction began in the 1950-60s. This correspondence began when instructional materials were mailed to students. It further imperative to note that in the late 1984, General electric, IBM- CTR and AT&T founded the national technological university to provide videotaped materials to students. The 1990s brought prominence to schools to offer online learning programs for example the university of phoenix and as a model, online learning became a mainstream. (Ceglie&Black, 2020). In recent case scenarios and data from the National Centre for educational statistics, reports state that there are nearly seven million students taking courses online in 2018. Such reports highlight the fact that nearly 70% of the current students' population are in most cases enrolled in some sort of online learning. (United states Department of education, 2019).

### **1.1.2 Theoretical framework**

This research is based on the connectivism theory developed by George Siemens (2004); The argument behind this connectivism theory is that the main proponent of connectivism which is a learning model is that the relationship between the given independent variable (online learning) and the dependent variable (student performance) must acknowledge major shifts in the way knowledge and information flows, grows and changes because of vast data Communication network.

Theorists adopting the connectivism theory prelude that the use of online learning and teaching practices will always result in better or worse student performance as large-scale networks become indispensable in helping students manage data and information.

Contrary to the above, this research takes note of the limitation of connectivism as a learning theory as it presents the difficulty that alludes to teachers, lecturers, and tutors may face in transitioning to new roles. Students further learn according to their

ability level instead of age level in determining online learning and students' performance, it is important to consider this limitation.

In resolve to this research, connectivism theory encompasses online learning and student performance in Uganda Christian University as a colossal way such as student participation, lecture delivery as well as flexibility and access failure to have efficacy then student performance in terms of academic excellence, learning style, and self-motivation become unprogressive affecting student performance within UCU. However, in a case scenario, online learning which involves student participation, delivery of lectures, flexibility, and access aligns right, students' performance in terms of academic excellence, learning style, and self-motivation improve.

### **1.1.3 Conceptual Background**

This Conceptual framework phenomenally explained the ideal organization of ideas to achieve the purpose of this study. In this research, the Conceptual framework showed how the independent variable of online learning influences the dependent variable of student performance. The study more so, was guided by the Conceptual accordance that student performance depended on online learning thus the independent variable, the researcher measured is online learning promulgated by student participation, lecture delivery, flexibility, and access; while the dependent variable measures, student performance concerning academic excellence, learning style, and self-motivation.

Student participation in learning processes is of vital importance because students are engaged in all aspects in acquaintance for efficiency and effectiveness undertaking professional alignment to prepare for Academic excellence which therefore improves student performance. Lecture delivery influences student performance providing an articulation of academic focus to students' goals and objectives of not only excelling in examinations but also in the field of specialization.

Flexibility and Access are crucial as far as student performance is concerned. It recognizes student's need for variety, and accessibility in an overall experience allowing a student to learn their schedule without interruptions leading to Student performance.

#### **1.1.4 Contextual background**

With credits to Online teaching and learning which notably improves, students learning abilities, communication skills, critical thinking skills, problem-solving skills and many other skills as a professional (Duderastadt, Atkins). It comprehensively enhances a sense of accountability to tracking progress at a pace of an individual plan and study amidst all case scenarios and this might be, family, children, and work among others.

As far as a reached cause, online learning requires more learning independence. This present study investigated the influence of online learning. Online learning according to Salmat et Al 2018 is an interaction between students, and teachers through internet-based systems. However, recent events in specific the COVID 19 pandemic from 2018 has led to a significant change in the amount of online learning in various levels of schools especially higher learning institutions.

Thus it refers to digital learning as a form that occurs through electronic media through electronic devices such as laptops, tablets, smartphones, or computers platforms that help in the process include Zoom, LMS, Google Classroom, Microsoft Teams, and developed Apps such as Moodle that Uganda Christian University uses to engage students in their academic voyage.

#### **1.5 Statement of the problem**

Adaptations and agility in this new age generation are what looks to be of so much influence on the way institutions and universities conduct teaching practices for academic excellence to impact a student positively in their Academia. Imperatively Online learning is beneficial in learning and teaching practices in Uganda Christian University.

This particular Study investigated the influence of online learning on academic performance of blended learning and teaching, the use of online materials, in regards to a stocked library. The impact in terms of effectiveness and authenticity to students, preferably the study determined hard core challenges in its constancy compared to

traditional methods like face to face teaching which is still effective in today's Learning.

### 1.6 Research objectives

- a) To determine the influence of online learning on students' performance.
- b) To examine the academic performance of students using predominantly online learning models.
- c) To ascertain the relationship between online learning and students' performance in higher institutions of learning such as UCU.

### 1.7 Conceptual framework

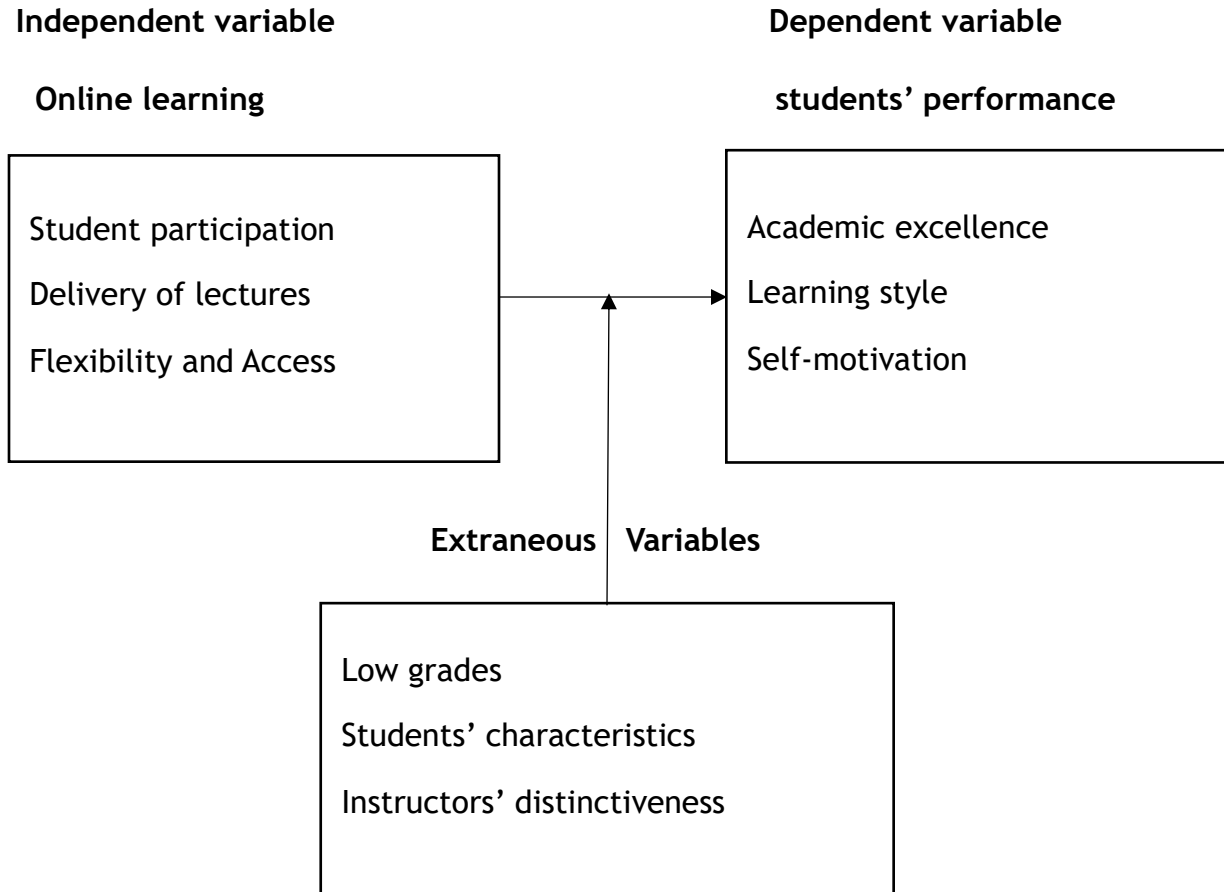


Figure 1: Depicting the conceptual framework

Source developed for the purpose of this study with some information from the indicators of online learning (delivering knowledge in this digital age) success measurement.

### **1.8 Research questions**

- a. What is the level of influence of Online learning to students' performance within Uganda Christian University?
  
- b. What is the level of academic performance of students using predominantly online learning models?
  
- c. What is the relationship between online learning and students' performance in higher institutions of learning such as Uganda Christian University?

### **1.9 Research hypothesis**

- a) There is a significant positive relationship between the level of influence of online learning such as participation of students, delivery of lectures, flexibility, and access to learning and student performance within Uganda Christian University Arua Campus.
- b) There is a positive relationship between the level academic performance of students and online learning models at UCU Arua campus.
- c) There is a positive relationship between online learning and students' performance in higher institutions of learning such as Uganda Christian University Arua Campus.

### **1.10 Significance of the study**

Academia will benefit from the study in terms of the new knowledge generated from enhancing understanding of this particular subject of online learning and students' performance.

The study will also help Uganda Christian University Arua Campus identify and track progress against set targets on student performance thus improving on the variables that affect students' performance to improve in areas where necessary.

### **1.11 Limitations of the study**

The researcher encountered challenges, Data collection doubt, fear of respondents' exposure proved to be a challenge as various researchers posit this is in terms of respondents' reluctance. However, the researcher was determined and overcame such limitation by procedural access to an introductory letter from the University to act as proof, applying research ethical standards assuring respondents that this research is purely academic.

### **1.12 Scope of the study**

This research focused on the influence of online learning on student academic performance. This explained how student participation, lecture delivery, flexibility, and access influenced student performance in terms of academic excellence, learning style, and self-motivation at Uganda Christian University Arua Campus.

The conduction of this study was in Uganda Christian University Arua Campus in Arua District as one of the Campuses of Uganda Christian University.

The study further looked at information within the timeframe of 6 years from 2019 to 2024. Since the outbreak of the Pandemic COVID 19, this period has seen an increased usage of online learning models to enhance student performance in higher institutions of learning with UCU being exceptional in Uganda.

### **1.13 Operational definition of terms**

#### **Online learning**

The process of learning is complex and it involves the auditory, visual, and tactile senses. The traditional way of learning at a campus university is not for everyone. Online learning is for those who wish to study at their own disposal, Sadiku et al.

According to the International Journal of Advanced Research in Computer Science and Software Engineering commitments. Online learning refers to as a form of distance education and as web-based learning, e-learning, and digital learning. It is offered over the Internet and uses web-based materials and activities.

#### **Students' participation**

This considers involvement of students in collective decision-making processes at school or class level, as an assessment of students' performance outside of assessments, evaluations are engagement in class room discussion, engagement in online discussions and students' behavior in group settings. It is simply an effective strategy in the teaching and learning process.

#### **Delivery of lectures**

In simple terms, delivery of lectures considers lecture as talk some gives in order to teach people about a particular subject, usually at a university usually at a university. Delivery in this case refers is establishing a rapport, a relationship to make connection early on; get the students on side and set a tone. Delivery of lectures has considerations of preparation, delivery engagement, visual aids, notes, microphone among others through a broadcast, video or film.

#### **Flexibility and access**

A short term change in calm is flexibility, it can be termed as a skill necessary for success in academia. It is more so a means of recognizing and accommodating diverse students' population in which class policies are often written for a student population.

Gary and Loren's (2018) implementing flexibility acknowledges the complex and interconnected nature of students' identities and limitations.

### **Students Performance**

Academic expectations when meet in an ability refers to the outcome which is student performance, this includes getting good grades, participating in class and understanding materials. Students' performance encompasses developing skills, problem solving, communication and collaboration. It refers to the evaluation and assessment of a student's professionalism that's according to currents in pharmacy teaching and learning 2011.

### **Academic performance**

Academic means the result of school work and that is according to Zhou (2022). For instance, this can be taken as test scores. Wang 2021 believes that academic achievement can be equated to academic performance which in this case is communicably student performance.

### **Learning style**

Learning depends of how a person absorbs, responds, reflects and acts, it is the way a student learns and processes information. Learning styles is the different methods of learning or understanding new information, the way he or she takes in, understands, and remembers information this can be visual, auditory, read and write, and the kinaesthetic. It simply refers to a range of theories that aim to account for differences in individual learning.

### **Self-motivation**

This refers to encouraging one's own self to continuously making progress toward a goal even when it feels challenging, it is an internal drive that leads to auctioning a goal, moving forward in simple terms. In learning accomplishment of tasks without being supervised is self-motivation that inner compulsion toward academic engagement for better academic performance.

### **1.14 Chapter Summary**

In a nutshell, this chapter instituted a summation of a sectorial body of this research. It is imperative to contemplate that the researcher outlines a systemic cue of an introductory section for the reader to have an insight into what the study is all about. However, the introductory part of this study covered the background of the study in regards to a brief historical insight, conceptual framework, theoretical framework, contextualization respectively to statement of the problem, research objectives, research questions, research hypothesis that necessitates that there is significant influence of online learning on student performance in Uganda Christian University Arua Campus. It further depicted the significance of the study, its limitations, and scope of the study and combatively the operational definition of terms used by the researcher as defined relatively above. Consequently chapter one gave an over view of what problem the research will solve in regards to academia.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

In this chapter, the body of the literature on online learning and its influence on students' performance is reviewed. This chapter further describes the theory being used, the variables-independent (online learning) and the dependent variable (students' performance) as far as different researchers have their discussions. This study further reviewed different materials for the reliability of the study.

#### 2.1 Theoretical Review

The researcher used connectivism theory which is a theoretical framework for understanding learning in this digital age. It emphasizes how internet technologies such as web browsers, search engines, wikis, online discussion forums and social networks contribute to new avenues of learning. Connectivism admits that students can learn from devices and decision-making is itself a learning process. (Siemens, 2004, para.25). This is not a new concept, but students today have access to more technology, digital devices, and social networks than ever before (McHaney, 2011). It is imperative to state that connectivism theory is a theory developed by George Siemens (2004).

However other theorist such as john Dewey's learning theory, say that all learning occurs within a social environment. Literally in this sense, knowledge is socially constructed based on our experiences. As Dewey puts it, educational process has two sides one is psychological and the other is sociological that immensely impacts students' academic performance. Furthermore, theories like the cognitive learning theory state that our (students') thinking can be influenced by internal factors and external factors in the educational theory. Thus it is imperative to contemplate that online learning and has to an extent of influence in regards to students' academic performance.

## **2.2 Online Learning**

Online learning as blended learning is associated with better academic performance and achievement than didactic teaching (Balakrishnan A, et Al. 2021). However, Gong 2019 states that the level of IT is not fully linearly related to student's academic performance that is, low and medium levels of IT could promote students' performance, while high levels of Information Technology have a hindering effect on students' academic performance, thus to the researcher, online learning is in place to make the best use of information technology to enhance students' academic performance.

Students need to be technologically savvy to use technology tools that may be required. Students of the digital age appear to be independent, more technology disciplined, and technology savvy, well suited for online environment. Online learning at your own pace is beneficial for a high-quality college degree. Whether offered on campus or delivered online, each course offering must meet the same rigorous criteria and the strict academic standards. The only difference is in the way the course is delivered.

Students are required to have access to a computer system with high-speed Internet connections. They may also expect electronic academic support services such as registration, financial aid, libraries, tutoring, and advisement. Online education provides great opportunities and great challenges. It has benefits for the students and instructors. It offers the convenience of time and space, cost-effectiveness, and flexibility. Online learning allows student to pursue an internationally recognized degree without the need to attend classes on campus. Online education is preferred by students who cannot participate in traditional classroom settings.

## **2.3 Students' Participation**

Participation is argued to be an intrinsic part of learning which is enhanced to technological medium. Student participation refers to the involvement of students in collective decision-making processes at the school or class level, where they have the opportunity to influence the decisions being made and actions being taken. It goes beyond simply being present or taking part, and includes dialogue between students and other decision-makers. It is imperative to signify that the effects of student

participation can vary and are determined through empirical measures such as questionnaires, interviews, and observations. Educational Research Review, 2012.

Student participation as student involvement in collective decision-making processes at the school or class level that included dialogue between students and other decision-makers. This definition does not use the term ‘participation’ to mean ‘taking part’ or ‘being present’ but instead suggests that students have some influence over the decisions being made and actions being taken.

## **2.4 Delivery of Lectures**

Online learning presumptuously presents effectiveness in students’ academic performance, for example, Fyfield et al, (2019) provides a useful set of recommendations for lectures using videos in teaching which a prevalent model of learning. According to Marinoni et al. (2020) and Aristovnik et al. (2020), a notion provides global perspectives on the shift in online learning specifically with lecture delivery each noting that there are challenges faced by educators.

It is of vital importance to understand how student performance, satisfaction, well-being, and engagement are affected by online learning. Lecture delivery is one of the major criteria in assessing overall lecturer’s performance apart from research and publications. The main objective of this study was to determine the influence of online learning on students’ performance.

In this case, a disruptive shift to online learning, and lecture delivery prompts higher education providers to consider best practices of online learning, instances from Bao (2020). Share best practice principles for online learning including student support, contingency planning, and effective delivery that solicits the importance of effective lecture delivery to enhance student academic performance.

## **2.5 Flexibility and access**

This incorporates a method of learning where students are given freedom on how, what, when and where they learn. In regards to this research online learning environments address how physical space is used, how students are grouped during learning and how

time is used throughout teaching. Flexibility can be defined as the ability for students to customize access to relevant information. Online learning is can be considered to be safe and flexible alternative to class room lectures.

Learning on your own schedule significantly broadens the scope of online learning benefits in access to what it provides. This means that a student can have a recorded lecture on the dash board fit for his or her studies around other duties and commitments. Whereas **Access** or accessibility supplements learning for example, Alpha system enhances access to courses from any geographical location.

## **2.6 Student's performance**

In the 21<sup>st</sup> century, a students' progress is assessed in more ways than just grades and test results, this can be getting along with others, creativity which means making new ideas, digital literacy in search for, organizing, creating, and sharing information, being culturally competent, self-directions resilience, embracing ethics and global awareness which is understanding how things operate in the world and knowledge of moral issues.

Student performance in online learning is determined by their ability to utilize technology and information literacy in search. (Voogt & Roblin, 2010; Ellis, 2012). This includes strategies of evaluation and assignments to demonstrate student aptitudes (Darling-Hammond et al., 2010; Thompson, 2020). Tracking students' performance helps one understand how to develop their abilities considering what they have learnt. (Hixson et al, 2012; Lamb et al, 2017).

## **2.7 Academic excellence**

Academic excellence is a direct manifestation of learning effectiveness and is a valid indicator to evaluate the effectiveness of teaching and education in institutions of higher learning as well as the overall development of students (Zhou 2022).

Taylor 2019, presents the concept of educational assessment and goal orientation assessment theory that lays an important theoretical and technical foundation for educational assessment such as online learning thus as academic performance is equal to academic achievement, it is a common measure of excellence of students in terms

of credit point average or the grade point average (GPA). Students' academic performance differs from one higher institution to another depending on surrounding factors.

Accordingly, Wang 2020 found that there is a significant difference in academic performance among small groups of universities due to social networks as a factor thus having insightfully looked at the above views, this research views that students' academic performance is seen when teaching and learning components are interconnected and this is possible with online learning preferably.

## **2.8 Learning style**

The term "learning style" is sometimes used interchangeably with terms such as "learning preferences," "thinking styles," "cognitive styles," and "learning modalities." Research on learning styles evolves from psychological research on individual differences, which was widespread in the 1960s and 1970s (Curry, 1987).

Learning style research has resulted in the development of more than 70 models and instruments that have been used to understand how individuals approach learning. Fleming (2005) described learning styles as individuals' characteristics and preferred ways of gathering, organizing, and thinking about information

## **2.9 Self-motivation**

Motivation is an internal state that propels individuals to engage in goal-directed behavior. It is often understood as a force that explains why people or animals initiate, continue, or terminate a certain behavior at a particular time. It is a complex phenomenon and its precise definition is disputed. It contrasts with a motivation, which is a state of apathy or listlessness.

Motivation, defined as the energizing of behavior in pursuit of a goal, is a fundamental element of our interaction with the world and with each other. All animals share motivation to obtain their basic needs, including food, water, sex and social interaction. Meeting these needs is a requirement for survival, but in all cases the goals must be met in appropriate quantities and at appropriate times.

## **2.10 Summary of identified gaps**

Online learning has the capacity to enhance academic achievement, but its effectiveness depends on effectively resolving barriers associated to student involvement, Bossman A, Agyei SK (2022).

Available literature shows a lack of experimental studies designed to specifically explain the influence of online learning on student performance. These gaps in online learning and student performance still remain unattended to as the level of student performance is not only reliant on online learning though students have a lot to learn online, the influence on student performance is not expounded on.

This study seeks out to have a seal on this gap to establish whether online learning influences student performance negatively or positively. In regards online learning has more of a positive impact in flexibility and access.

## **2.11 Knowledge gap being investigated**

The knowledge gap investigated despite various literatures available in regards to online learning and student performance is notable that in spite of the fact that there is the prevalence of online upgrade in learning, there is also need for challenges that students face in the voyage of their academia to be addressed.

Through this research, identifiable tenets such as, articles, journals, documents, and text books, timely content, course structure needs basics that matter and literal research to comprehend acute patterns of teaching and learning practices to improve on students' performance and in turn professional pertinence and their impacts on students experience in higher institutions of learning such as Uganda Christian University.

In a summative way, further research is still needed to explore specific challenges and opportunities, for instance, online attributes are expensive to implement, such as virtual reality, simulations, visual content and others for students' academic excellence in Arua district, city and west Nile institutions and Universities.

## **2.12 Chapter Summary**

Relatively the chapter of this study gives a comprehension of the literature used by the researcher to have a review. In this study the researcher compares and contrasts results from studies done by other researchers. The review with acknowledgement depicts exactly ethical considerations in research. This literature referenced are got from journal, textbooks, documents and reports of organizations.

It explained in detail the variables in the research in regards to other researchers and what they believe correlates to the theoretical review and why the researcher thinks is relevant. The independent and dependent variables are expounded upon subjectively in regards to understanding the influence of online learning and academic performance.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter presented the methodologies used by the researcher in order to achieve the objectives of the study. The chapter is divided into research design, locale of the study, population, methods of data collection, research instruments, validity and reliability of the study, data collection procedure, data analysis, ethical consideration and chapter summary.

#### 3.1 Research Design

The researcher used descriptive survey design in the study. Descriptive design employs qualitative research technique which provides full description of attitude of respondents. More so qualitative research technique was used for numerical information. Abuga (2015) states that descriptive research provides a comprehensive and detailed explanation of the phenomenon under a study thus in line to this view, descriptive research will be used by the researcher to establish the levels of online learning and students' performance within Uganda Christian university Arua Campus in Arua district.

#### 3.2 Locale of study

This study was conducted in Arua district which found in west Nile of Uganda. Arua district is boarded by yumbe to the north, Adjumani district to the north east, Amuru district to the east, Nebbi to the south west, Zombo to the southwest, DR Congo to the west and maracha to district to the northwest. Arua is located about 425 kilometers from Kampala. The coordinates of Arua district is: 03 00N, 31 10E. The study was specifically carried out in Uganda Christian University Arua Campus in Ringili.

### 3.3 Population of study

The target population for this research comprised of the campus director, head of departments (HODs), Lecturers, and students of Uganda Christian University Arua campus. The target was 75 people.

Table 1: Showing category and population size

Target population	size	Technique
Campus director	01	census
Head of departments	04	census
Lecturers	10	census
Students	60	census
Total	75	

Source: primary data 2025

Developed for the study by the researcher with information from UCU Arua.

### 3.4 Method of data collection

Methods of data collection are techniques and procedures for gathering information for purposes of researcher. In this case the researcher on the topic of online learning and students' performance used questionnaire as an authentic method of data collection.

#### Questionnaire

A questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences or opinions. The research used questionnaire as one of the methods of data collection and this questionnaire was administered with close ended questions. The researcher made sure each and every question is clearly explained and understood.

Table 2: Showing the mean rangers of Likert Scale

Description	Mean range	Scale	Interpretation
Strongly agree	4.20-5.00	5	Very high
Agree	3.40-4.19	4	High
Not sure	2.60-3.39	3	Moderate
Disagree	1.80-2.59	2	Low
Strongly disagree	1.00-1.79	1	Very low

Source: primary data 2025

### 3.5 Research instruments

The researcher used both primary and secondary data which was collected using questioner guide, as described below;

#### Questionnaire guide

The researcher used self-administered questionnaire design in the likert scale format. A questionnaire guide is very convenient and enabled a lot of data to be collected over a short period of time and it was cost effective. The data that will be collected will be easily analyzed to give statistical analysis.

### 3.6 Validity and Reliability of the data collection tool

According to Nsubuga, Katamba (2013), validity refers to the appropriateness, meaningfulness and usefulness of any inferences, and its extent to which conclusions or measurements is well founded and corresponds accurately to the real world, validity is very important because it can help to determine what type of tests to use and help make sure researchers are using methods that are not only ethical, cost effective but also methods that truly measure the idea in question. Validity for this was under a guided and guarded approval of the tools used by the academic supervisor.

### 3.7 Reliability of the instruments

As cited by Gloria, according to George and Mallery 2003, reliability of a research instrument is the extent to which it is without bias and is convenient across the various

items in the question. To establish the validity of this statement, pre testing was done. Factor analysis and alpha coefficient method was used to analyze and determine the reliability of the items on the questionnaire as shown in the table below.

Table 3: Showing the reliability Test Results

<b>Reliability statistics</b>	
<b>Cronbachs's Alpha</b>	<b>No. of items</b>
.835	38

Source: primary data 2025

The coefficient in the tables shows that the reliability of the questionnaire scored 0.835 which made the questionnaire considered reliable as it was above the recommended minimum score of 0.7 according to McAllister 1995 as cited by Gloria (2017)

### **3.8 Data collection procedure**

The researcher developed instruments such as the earlier stated, questionnaire basing on the research objectives of the research to establish reliability and validity of the research instrument.

Prior to that, the researcher obtained an introductory letter refer to (appendix 4) from the head of department for social sciences to get permission to collect data from respondents considering ethical standards. As ethics is based on general declarations of what is right and what ought to be done, the researcher observed values, beliefs and behaviors and this comes from a profession's list of values and conducts written under code of ethics.

### **3.9 Data Analysis**

The researcher collected data from primary sources and used the SPSS version 22.0 to analyze data from the questionnaire. Objective one and two was analyzed using descriptive statistics presented as a means, standard deviations, percentages and interpreting using the mean range of the Likert scale while objective three was analyzed using correlation to ascertain the relationship between online learning and

students' performance in higher institutions of learning such as Uganda Christian University Arua campus. The hypothesis was tested using the P value.

### **3.10 Ethical consideration**

Firstly, the researcher availed an objective detailed information which was given to the respondents to have a relative constitution of what the study is all about. It is imperative to state that the researcher had the contentment of participants that is; (having their consent). Respectively personal information and data that was collected from respondents was treated with respect and confidentiality throughout the research process having participants' protected against any form of ethical dilemma in regards to cultural sensitivity, beliefs, rights and respect for worth and dignity.

The researcher respected veracity and privacy through confidentiality which pertains the treatment of information of an individual secret in relationship of trust to protect social harm. Additionally another imperative ethical consideration the researcher employed is having an introductory letter from the faculty through the head of department social sciences, Uganda Christian university Arua campus.

### **3.11 Chapter Summary**

Chapter three has a threshold to the methodology of this study. The chapter gives an open contemplation of the research design, locality of the study, target population, instruments the research is using, the methods of data collection, validity and reliability of instruments, and data collection tools, data collection and analysis to ethical considerations. It is imperative to state that institutions within Arua district especially higher institutions are outnumbered. This study uses 75 people as the target population, with questionnaire and interview guides as instruments for the study with questionnaire and interview as methods of data collection which necessitates the reliability and validity through meaningfulness and usefulness of the study as detailed in the chapter above respectively.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.0 Introduction

This chapter presents the results and discussion of the finding on online learning and students' performance in Uganda Christian University Arua campus as a higher institution of learning. Online learning as a web-based program can give learners Access to knowledge or information whenever needed, regardless of their proximity to a location or time constraints. It will be a good choice to consider, particularly for adult learners none the less institutions of higher learning such as Uganda Christian University Arua Campus.

Given the foregoing, this study was carried out to; (1) determine the influence of online learning on students' performance, (2) examine the academic performance of students using predominantly online learning and (3) Ascertaining the relationship between online learning and students' performance in higher institutions of learning such as UCU.

#### 4.1 Demographic characteristics of the respondents

The population size for this studies was 75 respondents and the researcher managed to gather 74 questionnaires for the respondents which presents up to 98.6% return. Descriptive statistics was used to analyze the demographic data of the respondents in terms of gender, age, education level from the questionnaire.

Table 4: Showing the demographic information of respondents

Items	Description	Frequency	Percentage
Gender	Male	34	45.9
	Female	40	54.1
	<b>Total</b>	<b>74</b>	<b>100</b>
<b>Highest level of education</b>			
	Missing	01	0.00
	Diploma	17	23.3
	Bachelors	46	63.0
	Masters	10	13.7
	<b>Total</b>	<b>74</b>	<b>100</b>
<b>Age bracket</b>			
	18-25	40	54.1
	26-35	26	35.1
	36-45	6	8.1
	45 above	2	2.7
	<b>Total</b>	<b>74</b>	<b>100</b>

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Source: primary data 2025

## **Gender**

From the table above, 54.1% (40) were female and 46.9% (34) were male. Female respondents had a greater percentage compared to male respondents. This means that female respondents were cooperative compared to male. Instances indicate that male respondents were more suspicious of the study thus deliberately overlooking the researcher. It is imperative to note that most of the respondents were curious and demanded further clarification in regards to the study.

## **Level education**

The table further shows that, all respondents were students suiting the study. Valid percentages showed that 17 (23%) of the respondents were pursuing diploma courses, Bachelors accounted for 46 which is about 63.0% and Masters 10 (13.7%). This means that the researcher was keen enough in regards to who were to have access to the research questionnaire which was literally in relation to academia. This illustrates that the data collected and analyzed was in accordance to the study as literate and well versed respondents who were highly educated with a better comprehension to give their opinions for the study.

## **Age bracket**

In a sequence, the table lastly shows the age category of the research respondents. Accurately, 54.1% of the respondents were in the age bracket of 18-25, 26-35(35.1%), 36-45 (8.1%), and 45 and above (2.7%). Meaning that the greater percentage were adults and matures. The age bracket of being a college or University student. Furthermore this showed that this group of students involve largely in online learning in regards to research, lectures and other learning materials that in turn influence students' performance.

## **4.2 Results and discussions**

### **Influence of online learning on students' performance**

This specific objective was to determine the influence of online learning on students' performance. The objective was analyzed using descriptive statistics and then

presented as mean and standard deviation and interpreted using the ranges on 5 point Likert scale. All items were also analyzed using the mean and the standard deviation.

### Students' participation

This section shows online learning influence on students' participation through using the mean value as well as displaying the degree to which scores deviate from the mean.

Table 5: Showing online learning influence on students participation

Item	Mean	Std. Deviation	Interpretation
Students are able to participate, remain focused, and attentive to instructors online.	3.74	1.06	Moderate
Online learning has significantly contributed to high levels of academic performance among students in higher institutions of learning.	4.04	.812	High
Academic excellence is dominantly dependent on online learning.	3.00	1.19	Moderate
The decreasing level of students' academic performance is as a result of online learning.	2.95	1.09	Moderate
The high level of first class graduates in institutions of higher learning is as a result of engaging students in an online learning.	3.38	1.06	Moderate
<b>Aggregate mean&amp; standard deviation</b>	<b>3.42</b>	<b>1.04</b>	<b>High</b>

N=74, Source: primary Data 2025

Legend1: 1.00-1.79=very low, 1.80-2.59=low, 2.60-3.39=moderate, 3.40-4.19=high, 4.20-5.00=Very High

In observance to the table 5 above, it indicates that the mean 3.42(68.4%) and the standard deviation 1.04 is high meaning that student participation during online learning has influence on students' performance as participation as there were lesser deviation of views that is halted during lectures. Nonetheless, results from the respondents report that online learning does affect Participation with their lecturers.

Students are able to moderately remain focused during lectures. First class is not dependent in the engagement online. Students report the effect of isolation when they are studying and taking classes online. This reveals that as students interact and participate with their teams and lecturers, they tend to perform better in their examinations. This is in line to the study conducted by Elnour et al where his study of experimental group and control to compare grades by students taking online learning and those who didn't reveals that students of experimental group scored high than those in the control group.

### Delivery of lectures

This section shows the rate at which lectures are delivered using the mean value and displaying the degree to which the scores deviate from the mean.

Table 6: Showing the level of delivery of lectures

Item	Mean	Std. Deviation	Interpretation
Online learning has a wide range of topic coverage	4.14	.85	Very high
Instructors and students can have personal time schedules for lectures	4.28	.69	Very high
Students are able to access recorded lectures from lecturers	4.21	.95	Very high
Online learning provides grounds necessary for interaction between students and lecturers	3.87	.94	High
Study materials are easily displayable to understand topics	4.09	.84	High
<b>Average mean &amp; standard Deviation</b>	<b>4.12</b>	<b>.85</b>	<b>High</b>

N=74, Source: primary data 2025

Legend1: 1.00-1.79=very low, 1.80-2.59=low, 2.60-3.39=moderate, 3.40-4.19=high, 4.20-5.00=Very High

The table above 6 illustrates that the mean 4.12 which is (82.4 %) and standard deviation .85 is high meaning that delivery of lectures attributes to the availability of recorded lectures that students are able to study and listen to past teachings at their own pace and review course content when necessary. This enables them to manage their time better and strengthen their understanding of complex materials and courses. Also, the use of computers and the availability of good internet connectivity are major reasons emphasized by students in helping them achieve academic excellence. The incorporation of digital tools like interactive quizzes, recorded videos, and learning management systems (LMS) provides students an interesting avenue to learn, which enhances their academic performance. Thus this is in agreement with other researchers such as Wong (2013), Davies and Graff (2005) who found out that students who spent more time in online lectures and its delivery scored high grades.

## Flexibility and Access

The section above shows flexibility and access online and through using the mean and deviation displaying the degree at which the scores deviate from the mean.

Table 7: Showing flexibility and access in online learning

Item	Mean	Std. Deviation	Interpretation
Online learning significantly affects students study life balance.	3.83	.92	High
Online learning allows students to grasp concepts and comprehension.	3.52	.95	High
Incorporating online learning models in institutions of higher learning can improve students' performance.	4.21	.77	Very high
Utilizing online platforms and digital resources provides flexible learning options.	4.46	.58	Very high
Incorporating digital tools like computer aided design, building information modelling in curriculum enhances students to familiarize with modern work flows.	4.43	.78	Very high
<b>Average mean &amp; standard Deviation</b>	<b>4.09</b>	<b>.8</b>	<b>High</b>

N=74, Source primary data 2025

Legend1: 1.00-1.79=very low, 1.80-2.59=low, 2.60-3.39=moderate, 3.40-4.19=high, 4.20-5.00=Very High

In respect, this table shows that the mean 4.09 which is 81.8% and the standard deviation .8 is high. This means that the contrast between positive student performance and negative student participation suggests that while online learning is a useful approach, it is less successful at fostering the interactive and social aspects of education. Online learning must include interactive components like discussion boards,

and group projects that will enable In-person communication. Furthermore, it is essential to guarantee that students must have access to sufficient technology tools and training to enable them participate fully. This relates to a study by Thomas, 2012 stating that students' success is about improving students' academic out come by increasing engagement and becoming more effective learners in Higher education.

Table 8: showing the general influence of online learning on students' performance

Item	Mean	Std. Deviation	Interpretation
Students' performance	3.42	1.04	High
Delivery of lectures	4.12	.85	High
Flexibility and Access	4.09	.8	High
<b>Grand mean&amp; Standard Deviation</b>	<b>3.88</b>	<b>.89</b>	<b>High</b>

N=74, source: primary data (2025)

Legend1: 1.00-1.79=very low, 1.80-2.59=low, 2.60-3.39=moderate, 3.40-4.19=high, 4.20-5.00=Very High

In general, the influence of online learning on students' performance in Uganda Christian University was high which revealed that students' participation produced a mean of 3.42 (68.4%) and standard deviation 1.04, delivery of lectures produced 4.12(82.4%) and standard deviation .85, flexibility and access produced 4.09(81.8%) and standard deviation of .8 generating a grand Mean of 3.88(77.6%) and a standard deviation of .89 which was far away from Zero meaning that the views of the respondents were significantly varied from the essential Mean. This study result revealed that the influence of online learning was high. This means that online learning has an extreme influence in regard to students' participation, delivery of lectures, flexibility and access. To improve students' performance this has to be considered.

### **The academic performance of students predominantly using online learning**

The second objective of this study was to examine the academic performance of students predominantly using online learning in terms of academic excellence, learning style and self-motivation. This objective was analyzed using descriptive statistic, presented as the Mean and standard deviation and interpreted using likert scale

(table2). All items were also analyzed using the Mean and standard deviation which were computed using the mean and standard deviation from SPSS and interpreted using the Mean range of the Likert Scale.

### Academic excellence

This sections shows how a learners academic excellence is influenced by online learning through using the Mean value and displaying the degree to which the scores deviate from the mean.

Table 9: showing how online learner’s academic excellence is influenced

Item	Mean	Std. Deviation	Interpretation
Online learning have moderate and positive effect on academic excellence of students.	4.15	.67	High
Flexibility and adaptability combined with personalization are key advantages of online learning in improving academic excellence.	4.26	.67	Very high
Online learning approaches have immensely improved students’ satisfaction and academic excellence.	3.58	.97	Moderate
Online learning students achieve slightly lower academic grades than in class counterparts	3.12	1.2	Moderate
Inadequate internet facilities, poor internet and lack of self-discipline are significant challenges that affect academic excellence.	4.46	.78	Very high
<b>Aggregate Mean &amp; std. Deviation</b>	<b>3.92</b>	<b>.86</b>	<b>High</b>

N=74, Source: primary Data 2025

Legend1: 1.00-1.79=very low, 1.80-2.59=low, 2.60-3.39=moderate, 3.40-4.19=high, 4.20-5.00=Very High

In the above table, the mean 3.92 (78.4%) and the standard deviation .86 shows the influence of online learning on student performance is high. This study shows that about half of the respondents strongly agreed that online learning has an influence on academic excellence. Students reported getting higher scores during coursework when they switched to online learning and research. This meant that online learning has a high influence on academic excellence.

### Learning style

This section shows learning style influence during online learning through using the Mean Value and displaying the degree to which the scores deviate from the mean.

Table 10: Showing Learning Style influence during online learning

Item	Mean	Std. Deviation	Interpretation
Online learning have a negative influence on students' academic performance.	2.81	1.30	Moderate
Online learning does affect engagement with lecturers and peers.	3.77	1.12	Moderate
There is an effect of isolation when studying and taking classes online.	4.05	1.06	High
With online interactions and engagement with teams and lecturers, there is a tendency of better academic performance.	3.69	.94	High
Learning experiences and academic success of students is dependent of online learning styles.	3.31	1.20	Moderate
<b>Average mean&amp; standard deviation</b>	<b>3.52</b>	<b>1.13</b>	<b>Moderate</b>

N=74, Source: primary data 2025

Legend1: 1.00-1.79=very low, 1.80-2.59=low, 2.60-3.39=moderate, 3.40-4.19=high, 4.20-5.00=Very High

The above table shows that the mean, 3.52 representing 70.4% and the standard deviation 1.13 is moderate. This means that many students find that online learning is suitable and matches their unique learning style better than other learning, this could be another reason for students' performance and improving grades. It is imperative to note that with online learning, students still feel the dissatisfying learning style, results presents that bad internet connectivity disrupts learning thus this suggests that online learners need proper indoor lighting, Ventilation, and a quiet environment for proper learning with improvements on the IT Laboratory and the students library. This is in agreement to Anderson (2003) who stated that deep and meaningful learning can occur as long as students have interaction at a high level thus this provides support for this current study meaning that learning style is in accordance to the quality of learning

### **Self-motivation**

This section shows the influence of online learning on self-motivation through using the Mean Scale Value and displaying the degree to which the scores deviate from the Mean.

Table 11: Showing the influence of online learning on self-motivation

Item	Mean	Std. Deviation	Interpretation
Students performance is motivated by setting personal academic goals (SMART).	4.63	.63	Very high
Self-regulation in online engagement for academic purposes to maintain self-motivation to learn is significant.	4.27	.69	Very high
It is significant to create a sense of community by encouraging interaction with lecturers.	4.36	.67	Very high
Self-motivation can be affected by a learner's lack of access to appropriate study spaces.	4.16	.87	High
Self-motivation can be challenging in cases of difficult learning formats	4.32	.85	Very high
<b>Average mean &amp; standard Deviation</b>	<b>4.35</b>	<b>.74</b>	<b>very High</b>

N=74, Source: primary Data 2025

Legend1: 1.00-1.79=very low, 1.80-2.59=low, 2.60-3.39=moderate, 3.40-4.19=high, 4.20-5.00=Very High

Notably, the table above shows that the mean 4.35 which is 87% and the standard deviation .74 is very high meaning that a decrease in self-motivation has a detrimental effect on a students' entire educational experience, this affects self-motivation and satisfaction. In the long-term, this leads to decreasing academic excellence. To maintain students' self-motivation, there is need to put in extra effort especially simultaneously. In addition, Online learning is less unifying which will diminish community bonds, and lecturers will find it difficult to assist disengaged and potentially falling behind students. This relates to the study of that states learning style is typically a setting launched through learning management systems such as Moodle (Pellas and Kazanidi, 2015).

Table 12: Showing the general academic performance of students' predominantly using online Learning

Item	Mean	Std. Deviation	Interpretation
Academic excellence	3.92	.86	High
Learning style	3.52	1.13	Moderate
Self-motivation	4.35	.75	Very high
<b>Grand mean &amp; Standard Deviation</b>	<b>3.93</b>	<b>.91</b>	<b>High</b>

Source: Primary Data 2025

Legend1: 1.00-1.79=very low, 1.80-2.59=low, 2.60-3.39=moderate, 3.40-4.19=high, 4.20-5.00=Very High.

In general the academic performance of students predominantly using online learning in Uganda Christian University Arua Campus was high which revealed that academic excellence produced a mean of 3.92(78.4%) and standard deviation of .86, Learning style produced 3.52(70.4%) and standard deviation of 1.13, self-motivation produced 4.35(87%) and standard deviation of .75 generating a grand total of 3.93(78.6%) and standard deviation of .91 which was way far from zero meaning the views from respondents were not much varied from the central mean. This result revealed that the academic excellence, learning style and self-motivation was partly influence by online learning.

### **The relationship between online learning and students' performance**

The third objective of this study was to examine the relationship between online learning and students' performance in Uganda Christian University Arua Campus. This objective was analyzed using Pearson correlation to examine the relationship between online learning and students' performance.

Table 13: Showing the correlation analysis between online learning and students' performance

		Students' performance
	R	.307**
Online learning	P-value	1
	r <sup>2</sup>	.013
	N	74
**Correlation is significant at 0.05 level(2tailed)		

Source: Primary data 2025

Ranges of correlation coefficients, 0.0-0.29 very weak correlation, and 0.30-0.49 moderate correlation, 0.50-1.00 strong correlation

The table above shows the correlation between online learning variables and students' performance variables. The results reveal that, that the correlation is significant at 0.05 level and p-value of 1 which is a positive correlation. This means that as far as the students challenges are concerned, Courses that require calculations like Elements of math, statistics for social workers is challenging to conduct online, students may express dissatisfaction with not being able to conduct practical calculus secessions this Makes learning online a dissatisfying experience.

The furthermore, reveals that the positive aspects of online learning include flexibility and access as students become self-directed, learning materials like interactive exercises enhancing learning thus students' performance due to active students participation as a result of the separation between the theoretical and practical components of their education. This supports the finding of Khalil et al. Major barriers to participation included a lack of personal devices, and, inconsistent internet access, especially due to location.

Therefore, the correlation reveals that potential challenges of online learning that make it difficult for students to participate fully in online learning and also makes them feel more frustrated and disengaged includes lack of interaction, self-discipline is required and majorly technical barriers leading to low lecture delivery. This is similar

to a study by Al-Amin et al. Students studying online complain of low lecture delivery in classroom activities.

### **Testing the study hypothesis using Correlation coefficients**

The study hypothesized that there was a positive correlation between online learning on students' performance such as academic excellence, learning style, and self-motivation. To test the null hypothesis, the researcher used Pearson's coefficient correlation. The results showed that online learning such are students' participation, delivery of lectures and flexibility and access significantly influence students' performance in institutions of higher learning such as UCU.

#### **4.4. Limitation**

It is acknowledged that this study had several limitations. The small sample size limits generalizations that can be made from the results obtained. Further studies should collect data from a larger sample of students. It was also further challenging to determine if students had a satisfying educational experience. Response rate was yet another limitation during the due cause of the study.

#### **4.5 Conclusion**

Online learning and student performance has a positive correlation in their strength and direction. The flexibility and accessibility of online Platforms play a major role in the enhancement of student performance, yet the decline in students' participation underscores the need for more efficacious strategies to promote Participation. Online learning has a positive influence on student performance.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This study investigated the influence of online learning on students' performance. The Results underscored the variance that there is an influence of online learning on student performance. Some students benefit from the access and flexibility presented by online learning, others struggle with the lack of direct interaction. This suggests that online learning has potential, and it requires careful Implementation and support to address the challenges of participation, delivery of lectures, access and flexibility.

Majority of the data collected showed that online learning significantly influenced the academic performance of students, though the studies does not have a standardized method of measuring their performance before online learning and during studying online, most of the result outcome is based on students' and Lecturer's perceptions.

#### 5.1 Summary

In summary, the study's main objective was to investigate the influence of online learning on students' performance. Overall, students felt that with online Learning, they have a feeling of social isolation and felt more participation would have improved their performance better. Uganda Christian University, its campuses and policymakers must develop strategies to mitigate the challenge of using online learning. This is necessary to prepare the institution to an outstanding academia hub which will compel reliance on online learning, this is critical for maintaining student satisfaction and overall learning outcomes.

Furthermore, online learning has the capacity to enhance academic excellence but its influence depends on effectively resolving the barriers associated with student participation, delivery of lectures, and its access and flexibility. Future studies should examine the long-Term effects of online learning on student's performance with emphasis on creating strategies to improve the social and interactive components of

the learning process. This is essential to guarantee that, in the Future, online learning will be a viable and productive educational medium in academia.

## **5.2 Conclusion**

The researcher concluded that online learning promotes a student-centered approach, whereby students are expected to actively participate in the Learning process. The digital tools used in online learning include interactive elements, computers, mobile devices, the Internet, and other devices that it allows students to receive and share knowledge.

Furthermore, there are different types of online learning, for example micro learning, individualized learning, synchronous, asynchronous, blended, and massive open online. Online learning offers several advantages to students, such as its adaptability to individual needs, ease, and flexibility in terms of involvement. With user-friendly online learning applications on their personal computers (PCs) or Laptops, students can take part in their online classes from any convenient place, they can take specific courses with less time and location restrictions.

Relatively, learning experiences and academic success of students are some of the difficulties of online education. For example, while technology facilitates accessibility and ease of use of online learning platforms, it can also have restrictive effects, where many students struggle to gain internet access in turn influencing problems with participation and lecture delivery in virtual classes, which makes it difficult to adopt online learning practices.

However, the researcher also concluded that the issues with online learning include educational policy, learning pedagogy, accessibility, affordability, and flexibility. Institutions having substantial issues with reliable internet connection and access to digital devices especially with remote location. Maintaining student Participation in an online classroom can be more difficult than in a traditional Face-to-face setting. Even with all the advantages of online learning, there is reduced interaction between students and Lecturers.

Additionally, the researcher further summarized that another barrier to online learning is the lack of opportunities for human connection, which is essential for creating peer support and creating in-depth group discussions on subjects. Some respondents acknowledge that online learning is significant, but that it was also necessary to continue the learning process.

### **5.3 Recommendations to UCU Arua Campus for Academic management**

The researcher recommends finding more efficient strategies to increase student participation in online learning settings in UCU Arua Campus. With online learning Student participation is defined as how involved or interested students appear to be in their learning and how connected they are to their classes, their institutions, and each other, Participation is pointed out as a major dimension of students' level and quality of learning, and is associated with improvement in their Academic performance.

Other than that, the researcher also recommends change in lecture delivery. It is imperative to note that in an online setting, student participation is equally crucial to their success and performance. Change in lecture delivery is accompanied by inquiries of assessing whether online learning is cost-effective, reliable and its efficacy to student experience, and student performance should be carefully considered.

Relationally, building capacity is a further recommendation. An individual's academic performance is significant to their success during their time in an educational institution, Students' academic achievement is one indicator of their educational accomplishment. However, it is frequently seen that while student learning capacities are average, the demands placed on them for academic achievement are rising.

In conclusion, student performance determines whether a subject or course is successful or unsuccessful. The increase in the use of online learning calls for a careful analysis of its influence on student performance. Determining the influence of online learning on the performance of students will guide education policymakers such as ministries, Departments, and agencies in both the public and private sectors in the evaluation of the potential negative and positive influence of online learning.

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## Appendices

### Appendix 1: Questionnaire

Adorable respondent,

My name is Otim Joshua Omona a third-year student of Uganda Christian University-Arua Campus, graciously pursuing a bachelor's degree in social work and social administration. In all honor and modesty, I am carrying out research on online learning and students' performance within Uganda Christian University Arua Campus as a higher institution of learning in Arua District. It is under a modest request that I humbly ask you to fill in this questionnaire at will as a reach. It is imperative to note that this research is purely for an academic notion and the information availed to me will be treated with a streak sense of confidentiality. It is convincing that this study will aid students, stakeholders intuited in academia in Uganda Christian university Arua campus, higher learning institutions in Arua District, Arua city and west Nile as a whole.

#### SECTION A: BIO DATA

Carefully read the questions before completing the questionnaire ticking your preferable option.

1	Gender	Tick
	Male	
	Female	
2	Age	
	18-25	
	26-35	
	36-45	
	45 and above	

3	<b>Educational Qualification</b>	<b>Tick</b>
	Doctorate degree	
	Master's degree	
	Post graduate Diploma	
	Bachelor's degree	
	Diploma	
	Certificate	
	None	

### SECTION B: Online Learning

Please have an indication of the level at which you agree or disagree with the following statements by appropriately ticking your preferable option for each question. Strongly Agree =5; Agree =4; Not sure =3; Disagree =2; Strongly Disagree =1

Code	Students' participation	5	4	3	2	1
SP1	Students are able to participate, remain focused, and attentive to instructors online.					
SP2	Online learning has significantly contributed to high levels of academic performance among students in higher institutions of learning.					
SP3	Academic excellence is dominantly dependent on online learning.					
SP4	The decreasing level of students' academic performance is as a result of online learning.					
SP5	The high level of first-class graduates in institutions of higher learning is as a result of engaging students in an online learning.					
Code	Delivery of lectures	5	4	3	2	1
DL1	Online learning has a wide range of topic coverage					

DL2	Instructors and students can have personal time schedules for lectures					
DL3	Students are able to access recorded lectures from lecturers					
DL4	Online learning provides grounds necessary for interaction between students and lecturers					
DL5	Study materials are easily displayable to understand topics					
Code	Flexibility and access	5	4	3	2	1
FA1	Online learning significantly affects students study life balance.					
FA2	Online learning allows students to grasp concepts and comprehension					
FA3	Incorporating online learning models in institutions of higher learning can improve students' performance.					
FA4	Utilizing online platforms and digital resources provides flexible learning options					
FA5	Incorporating digital tools like computer aided design, building information modelling in curriculum enhances students to familiarize with modern work flows					

For general comments please indicate in the section below

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**SECTION C STUDENTS PERFORMACE**

Please have an indication of the level at which you agree or disagree with the following statements by appropriately ticking your preferable option for each question.

Strongly Agree =5; Agree =4; Not sure =3; Disagree =2; Strongly Disagree =1

Code	Academic excellence	5	4	3	2	1
AC1	Online learning has moderate and positive effect on academic excellence of students.					
AC2	Flexibility and adaptability combined with personalization are key advantages of online learning in improving academic excellence.					
AC3	Online learning approaches have immensely improved students' satisfaction and academic excellence.					
AC4	Online learning students achieve slightly lower academic grades than in class counterparts					
AC5	Inadequate internet facilities, poor internet and lack of self-discipline are significant challenges that affect academic excellence.					
Code	Learning style	5	4	3	2	1
LS1	Online learning has a negative impact on students' academic performance.					
LS2	Online learning does affect engagement with lecturers and peers.					
LS3	There is an effect of isolation when studying and taking classes online.					
LS4	With online interactions and engagement with teams and lecturers, there is a tendency of better academic performance.					
LS5	Learning experiences and academic success of students is dependent of online learning styles.					
Code	Self-motivation	5	4	3	2	1
SM1	Students' performance is motivated by setting personal academic goals (SMART).					

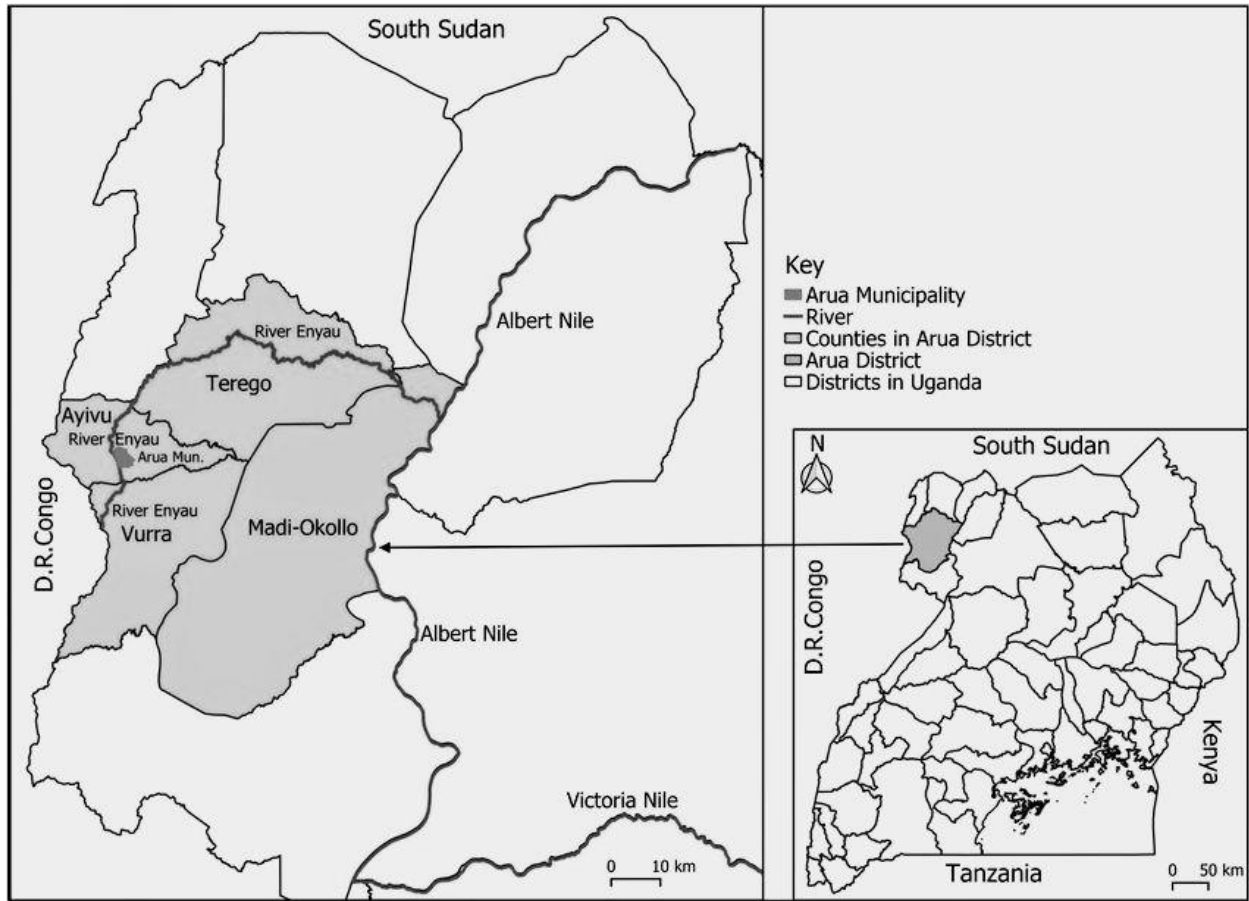
SM2	Self-regulation in online engagement for academic purposes to maintain self-motivation to learn is significant.					
SM3	It is significant to create a sense of community by encouraging interaction with lecturers.					
SM4	Self-motivation can be affected by a learner's lack of access to appropriate study spaces.					
SM5	Self-motivation can be challenging in cases of difficult learning formats					

For general comments please indicate in the section below

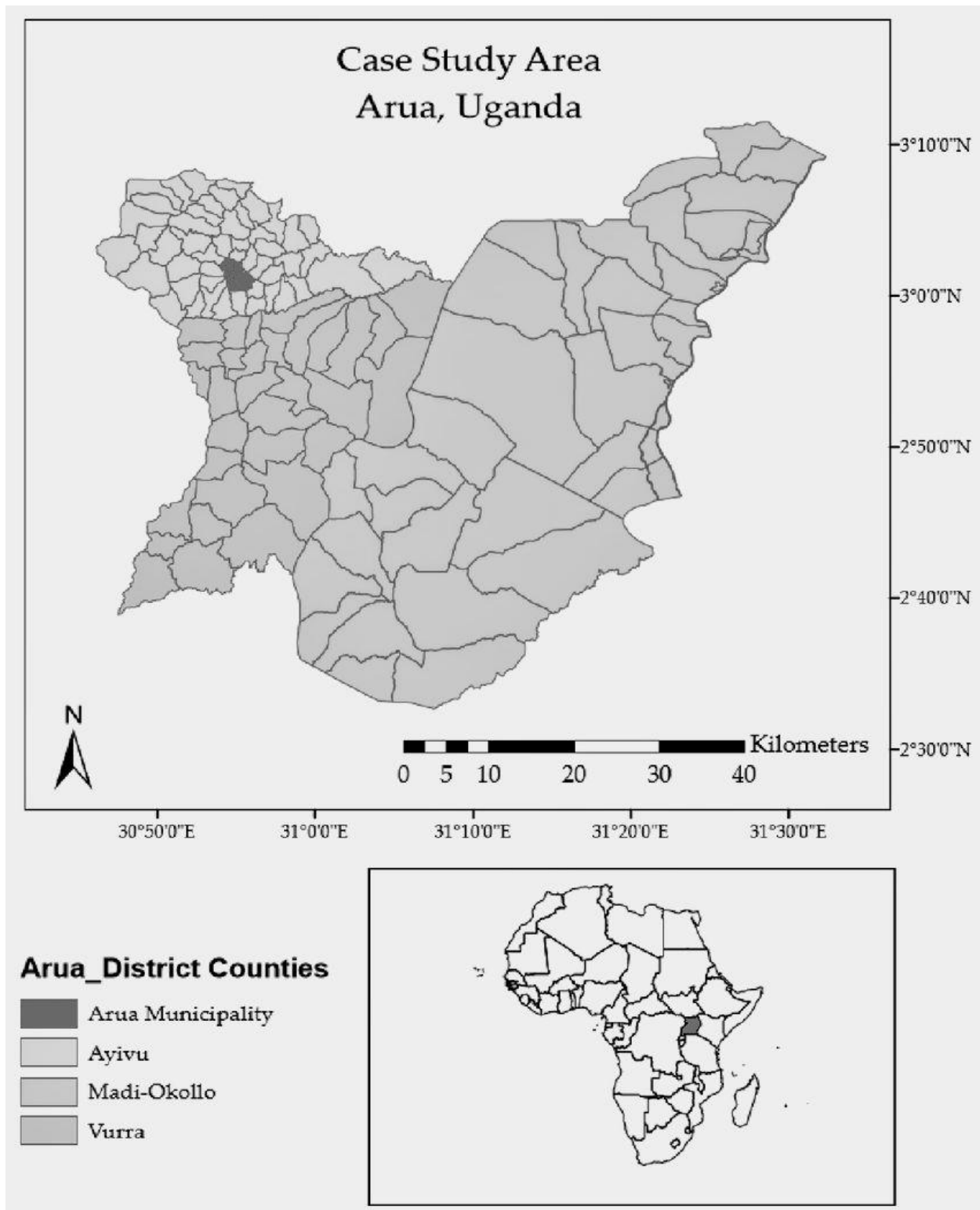
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**Thank you for your time!**

**Appendix 2: Map of Uganda showing Greater Arua District**



Appendix 3: Map of greater Arua District showing the case study



## Appendix 4: Data collection letter



UGANDA CHRISTIAN  
UNIVERSITY

ARUA CAMPUS

Uganda Christian University

January 23, 2025

To whom it may concern

Dear Sir/Madam,

Re: REQUEST FOR PERMISSION TO COLLECT DATA

This is to introduce to you Otim Joshua Omona, Registration number No: **M22/ASC/BSW/015**, a student of Uganda Christian University, Arua Campus, who is pursuing a course in Bachelor of Social Work and Social Administration as a partial fulfillment of the requirements for the award of the degree mentioned above. He is to carry out a research study. The purpose of the letter is to respectfully request your office to allow the above student so that he has access to your organization and collects some information required for his study.

The study is on the topic: *Online learning and students' performance in Uganda Christian University Arua campus as a higher institution of Learning.*

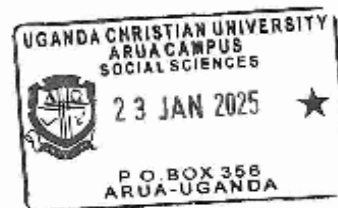
The information obtained will be strictly used for the study purposes.

Any assistance rendered to this cause will be highly appreciated.

Yours faithfully

Eyotaru Loyce

Ag Head of Department of Social Science



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