

STUDENTS' ACCESS AND READINESS TO THE USE OF E-LEARNING FACILITIES IN COLLEGES OF EDUCATION IN ILORIN, NIGERIA

BY

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Abstract

Access to quality education is the main goal of any education system which is why higher institutions in Nigeria have integrated technology into their teaching, administration and research work due to its benefit on teaching and learning. Therefore, this study assessed undergraduate readiness to use of e-learning facilities on the basis of gender and level respectively. The research type was a descriptive of a survey. A total number of 250 undergraduates participated in the study in which 50 students were selected across the five (5) colleges of education. Simple random sampling technique of a ballot type was used. Data were collected through researchers-designed questionnaire and was analyzed using percentage for demographic information of the respondents while mean and standard deviation were used to analyze the research questions and t-test and ANOVA were used to test the hypotheses at 0.05 alpha level. The finding shows that students are ready in using e-learning in Colleges of Education and had adequate access to e-learning facilities. Furthermore, there was significant difference in the readiness of male and female students in using e-learning in favour of male students. Lastly, it was concluded that the readiness of students to use e-learning facilities varies across level. It is therefore recommended that: students should be enlightened on the importance of complementing e-learning to widen their scope and enhance academic performance, the school authority as a matter of fact should make more e-learning facilities like wireless connection and e-lecture delivery available for students use, and female students must be encouraged to develop their minds towards the use of e-learning facilities.

Keywords: E-learning, ICT, Internet Facilities, Access, and Readiness

Introduction

Access to quality education is the main goal of any education system. One of the important objectives of higher education is to provide a quality education. According to the results of research conducted in the field, e-learning training is a suitable strategy for improving the teaching-learning process quality (Golzari, Kiamanesh, Ghoorchian & Jafari, 2010). This type of education uses of the power of computer networks, Internet technologies, satellite and digital sciences. E-Learning is not just a new tool. This method of teaching changes our experience and view of learning and is an impressive way of learning in higher education (Garrison & Anderson, 2005). In fact, e-learning is an educational system that provides access to higher education over the past, regarding quantity and quality, for volunteers (Seraji, 2013). It is no more a news that higher institutions have improved technologically in their teaching, administration and research work due to its benefit on teaching and learning. After several years of effort to embrace technology, Nigerian government promulgated a National Information & Communications Technology (ICT) Policy in 21st century to improve the livelihoods of Nigerians by ensuring the availability of accessible, efficient, reliable and affordable ICT services (Gordon, Fredrick & Benjamin, 2013). The policy's key strategies pertaining to ICT and education is to encourage the use of ICT in schools, colleges, universities and other educational institutions in the country so as to improve the quality of teaching and learning (Gordon, Fredrick & Benjamin, 2013).

Yusuf (2010) established that developing countries with Nigeria inclusive are gradually exploring the importance of technology for learning purpose but failed to determine the effect of this technology on the purpose they are being integrated for. In the same vein, Trucano (2012) emphasized on inability of developing country to devise a means and methods of evaluating the impact of technology of teaching and learning in the university setting

which may lead to a misplaced priority of bringing about a window dressing project. This brings to the height the need for assessment of accessibility of students to using of e-learning. Naqvi (2007) in JamiaMilliaIsilomia Central University, reported that access to e-learning facilities motivates students to search for information for research proposes and for effective learning. It was also revealed that the provision of many computer terminals enhance access to e-learning at Guru Wanak Development University (Kaur, 2006). However, Chetan's (2009) study revealed that 80% of teachers and 86.67% of students have access to e-learning opportunities in Guru Gbina Slugh, Indraprastha University, India. This enhances their work by making it quicker, simpler and better. Similarly, Eze (2012) observed that teachers have poor access to e-learning facilities in Enugu state, Nigeria. it was further revealed in the study revealed that only 14.5% of school teachers in Enugu State, Nigeria, had personal computers (PC) or laptops while only 21.2% of them have e-mail accounts. This manifests to the university level which raises concern on the extent to which students have access and extent to which they are ready to explore e-learning facilities in Nigerian colleges of education.

Salawudeen (2008) asserts that the quest of Nigerian universities to build more ICTs is laudable. However, the remoteness and lack of connections have made the accessibility to be worrisome. On the other hand, internet is fast changing the methods for accessing and using information among various groups of students. Accessing information in the library through the use of catalogue cards is a daunting task. In some cases the information may be available but, due to certain constraints, inaccessible. The Internet has introduced new concepts of literature searching and is recasting the roles played by students in the educational process (Omotayo, 2010). This is a pointer to the fact that accessibility might not likely to be the major problem of students towards e-learning resources but their readiness. This is because even if facilities are on ground for student to be used, if they are not ready to make proper use of the facilities, the purpose for which e-learning facilities are provided has been defeated.

Statement of the Problem

In Nigeria, although the prospects of conventional e-learning has still not been fully exploited and its implementation has not efficiently brought about laudable outcomes in lieu of other obstacles like the high cost of computers, internet bandwidth and poor power supply, among others (Gani & Magoi, 2014). The issue of students' readiness and attitudes towards learning has been worrisome among educational stakeholders in which the government is topping the list. This is because it is the responsibility of the government to provide quality education for the citizenry, however, the quality of this education could be connoted with students' learning outcome. In order to be in line with global best practice in education ICT was introduced to Schoolnet.com in 2004 to ensure that students and teachers have access to internet platform to enhance teaching learning process. The above findings established that studies have been done on this subject but to the best knowledge of the researcher, this work is different from other studies because the accessibility and readiness of undergraduates to supplement lecture hours will be examined in colleges of education in Ilorin as different from the above mentioned studies.

Purpose of the Study

The main purpose of this study is to assess students' readiness and access to the use of e-learning facilities in colleges of education in Ilorin, Kwara State, Nigeria while the specific purposes of the study are to:

- i. investigate extent of students' readiness to the use of e-learning facilities in colleges of education in Ilorin;
- ii. determine access of students' to the use of e-learning facilities colleges of education in Ilorin;
- iii. examine the difference between the perceived readiness of male and female students on the use of e-learning facilities in colleges of education in Ilorin; and
- iv. examine the influence of students' level of course on their perceived readiness to the use of e-learning facilities in colleges of education in Ilorin.

Research Questions

The following research questions were raised in the study to elicit information from the respondents:

1. What are the extent of students’ readiness to the use of e-learning facilities in colleges of education in Ilorin?
2. What are the extent to which students have access to the use of e-learning facilities in colleges of education in Ilorin?

Research Hypotheses

The following hypotheses were tested in this study.

1. There is no significant difference between male and female students’ readiness to the use of e-learning facilities in colleges of education in Ilorin
2. There is no significant difference in the readiness of students to the use of e-learning facilities in colleges of education in Ilorin based on level of study.

Methodology

The study investigates students’ access and readiness to the use of e-learning facilities in colleges of education in Ilorin, Kwara state, Nigeria. The population of this study was all colleges of education students in Ilorin (2020/2021 academic session). The study covers 250 students that were selected randomly across the five accredited colleges of education in Ilorin. This study was a descriptive research of a survey type. A researcher-designed questionnaire which was content and face validated was designed and administered to the selected students to elicit information from the respondents. The instrument yielded a test-retest reliability value of 0.76 using Pearson’s Product Moment Correlation procedure. Data collected were analyzed using descriptive statistics of frequency count, mean deviation and percentages while hypotheses formulated were tested using t-test and ANOVA.

Results

While the four research questions were answered using frequency counts and percentages, the two formulated hypotheses were tested with the use of t-test statistical method at 0.05 level of significance.

Research Question 1: What are the extent of students’ readiness to the use of e-learning facilities in colleges of education in Ilorin?

Table 1: Extent of Students’ Readiness to the Use of e-learning facilities in Colleges of Education in Ilorin

S/N	I am ready to:	Mean	Standard deviation	Readiness
1.	make use of e-learning tools to complement lecture hours for learning process.	3.06	0.76	Ready
2.	use internet to complement lecture hours.	3.23	0.53	Ready
3.	make use of e-library for reading after lecture hours.	2.44	0.86	Not Ready
4.	make use of my phone in processing information and source for materials online.	3.60	0.51	Ready
5.	dowell on what is taught in the class using online materials.	3.75	0.45	Ready
6.	do additional study on my phone and personal computers.	2.57	1.08	Ready
7.	make use of recorded videos on YouTube to complement instructions from lecturers.	3.67	0.48	Ready
8.	source for pdf material and online practice questions for further reading on their courses.	3.56	0.58	Ready
9.	go to e-library for materials and reading is for additional study.	3.41	0.57	Ready
10.	record class sessions during instruction delivery to revisit after lecture hours.	3.19	0.69	Ready

Source: Field Survey, 2021. **Mean >2.5 = Ready, Mean <2.5 = Not Ready*

Table 1 showed the analysis of readiness of students in using e-learning facilities to complement lecture hours in colleges of education in Ilorin. Majority of the respondents declared their readiness for eight of the items defined. They however showed their indifference for two items only.

Research Question 2: What are the extent to which students have access to e-learning facilities to complement lecture hours in Ilorin Colleges of Education?

Table 2: Assessment of the extent to which students have access to e-learning facilities to complement lecture hours in colleges of education in Ilorin

RQ. 2	Items	Mean	Standard Deviation	Accessibility
1.	I have access to e-library.	3.22	1.33	Accessible
2.	Projectors are available for learning.	3.52	1.19	Accessible
3.	I have my personal computer for making findings online.	4.13	0.81	Accessible
4.	PC tablet is available for student use.	4.09	0.88	Accessible
5.	There is free wireless connection for students' usage.	4.26	0.95	Accessible
6.	I use to subscribe personally to connect to internet.	3.26	0.80	Accessible
7.	Students make use of cyber café to surf internet for research purpose.	3.17	0.91	Accessible
8.	I have and make use of e-mail account.	3.19	0.95	Accessible
9.	Students can record the lecturers' activities for future study.	3.63	1.02	Accessible
10.	There are wide range of software available at students' disposal for study after lecture hours.	4.03	0.86	Accessible

Source: Field Survey, 2019. **Mean >2.5 = Accessible, Mean <2.5 = Not Accessible*

Table 2 showed the analysis of the extent to which students have access to e-learning facilities to complement lecture hours in Ilorin colleges of education. Majority of the respondents declared that they have access to e-learning facilities in their colleges. It is to be noted that item 5 which showed that “there is free wireless connection for students’ usage” has the highest mean value.

Test of Hypotheses

H₀₁: There is no significant difference between male and female students’ readiness to the use of e-learning facilities in colleges of education in Ilorin,.

Table 3: t-test summary of the difference between male and female students’ readiness to the use of e-learning facilities in colleges of education in Ilorin

Gender	N	Mean \bar{X}	SD	p- value	Df	Remark
Male	172	37.85	3.45	0.003	248	Significant
Female	78	33.37	3.74			

P<0.05

Table 3 shows the result of t-test that was conducted to find out difference male and female undergraduate readiness to the use of e-learning facilities in university of Ilorin, Kwara State, Nigeria. The p-value was 0.003, degree of freedom 198 at 0.05 level of significance. The decision is to reject the null hypotheses when the p-value is lesser than 0.05, therefore, the null hypothesis was rejected which shows that there is significant difference

between male and female students’ readiness to the use of e-learning facilities in colleges of education in Ilorin which is in favour of male students.

H₀₂: There is no significant difference in the readiness of students to the use of e-learning facilities in colleges of education in Ilorin based on level of study.

Table 4: ANOVA result of difference in the readiness of students to the use of e-learning facilities in colleges of education in Ilorin based on level.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	421.76	3	105.44	4.11	.003
Within Groups	4992.63	245	25.60		
Total	5414.40	248			

Table 4 shows that $F(4, 195) = 30.73$ and significant value 0.003 was obtained at 0.05 level of significance. Therefore, the null hypothesis is rejected since the significant value (0.003) is less than alpha value (0.05) which indicates that there is significant difference in the readiness of students to the use of e-learning facilities in colleges of education in Ilorin based on their level. In order to describe the difference within the level and the level that brings about the difference realized in the ANOVA result in table 4, Duncan posthoc test was conducted as shown in table 5 below.

Table 5: Duncan Post Hoc Test for difference in perceived students’ readiness on the use of e-learning facilities in colleges of education in Ilorin based on level

	Level	N	Subset for alpha = 0.05	
			1	2
Duncan ^{a,b}	NCE I	51	23.6630	23.6630
	NCE II	92	24.7917	24.7917
	NCE III	107	25.8571	27.0238
	Sig.		1.000	.198

Table 5 brings to the height that those in NCE III (27.03) and NCE II (24.79) significantly differ in their readiness to the use e-learning compare to those students in NCE I (23.66). It is therefore concluded that those in NCE III and II has greater readiness for using e-learning facilities.

Discussion

Results from the finding showed that students are ready in using e-learning in colleges of education in Ilorin, Kwara State, Nigeria. Owston (2000) observed that claims have been made that we can free teaching and learning from the physical boundaries of classrooms and time restraints of class schedules. Under the circumstance, traditional lectures and demonstration can become Web based multimedia learning experiences for students to be more ready in using e-learning facilities for learning.

The result also indicated that students have adequate access to e-learning facilities in colleges of education in Ilorin. This negates most of the findings in E-learning literatures emphasizing many hindrances and challenges faced by students in accessing e-learning facilities. These include issues such as perennial epileptic electricity supply, high cost of hardware like personal computers (PC) and laptops (which students find astronomical), technophobia systems in the country and poor attitude of students towards ICT, among others (Salawudeen, 2006). Khan (2005) suggests that e-learning system is used for an open, flexible, and diverse E-learning environment. Adika (2003) also established that there is inadequate access to e-learning facilities and further remarked that efforts should be made to relieve the beneficiaries of ICT in African Universities from the problem of access to e-learning facilities.

The result also showed significant difference in the readiness of male and female students in using e-learning in colleges of education in Ilorin, Kwara State, Nigeria.. This agreed to the summit that there are clear gender differences in access and use of ICT (Morahan Martin 2000; Hafkin& Taggart 2001; Agbonlahor, 2005; Brous, 2005; Nsibirano, 2006; Madanda, Kabonesa et al., 2007; Stewart, 2004).

Also, the result does not conform with the report that the problem of ICT usage however is the gendered digital divide (DD) as manifested in the observed gender disparities in access as well as in use (Morahan-Martin, 2000; Brous, 2005; Etta and Elder, 2005; Ojo, 2005). Also from the findings, there is significant difference in the readiness of students to the use of e-learning facilities in colleges of education in Ilorin based on their levels. This is strongly supported by Adegboye (2010) whose study concluded that students' experiences on campus in terms of number of years spent significantly influence their perceptions on issues and events.

Conclusion

In the light of findings made in this study, it is therefore concluded that as electronic learning, popularly referred to as e-learning, is increasingly becoming acceptable in tertiary institutions all over the world, Nigeria tertiary institutions should not be left out as we shift from the traditional approach of teacher-directed didactic to modern methods where computer technology plays a significant role, thereby improving the quality, efficiency and effectiveness of teaching, learning, research and educational management.

Recommendations

In the light of the findings and conclusions made in this study, the following are therefore recommended in the study:

1. Students should be enlightened on the importance of complementing e-learning to widen their scope and enhance academic performance.
2. The school authority should make more e-learning facilities like wireless connection and e- lecture delivery available for students use.
3. Female students must be encouraged to develop their minds towards the use of e-learning facilities.
4. Students should be given adequate orientations on the positive and efficient use of phones to source for relevant academic information and not for chatting, watching videos and playing games alone.

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