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

BY

Dr. Adegboye, Surajudeen Olayiwola: Social Sciences Education Department, University of Ilorin, Ilorin, Nigeria; E-mail: adegboye.os@unilorin.edu.ng

&

Dr. Abdulazeez, Isiaka: Department of Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin; E-mail: abdulazeez@unilorin.edu.ng

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 Jamia Millia Islamia 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.

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

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

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 conduct 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.

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
			1.000	.198
	Sig.			

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.

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